

APRIL 1953

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ODA

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Bulletin



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The Southwest Missouri State College President Roy Ellis Springfield	April 20	June 3	Sept. 7
The Northwest Missouri State College President J. W. Jones Maryville		June 1	Sept. 9 (Semester Basis)
The Northeast Missouri State Teachers College President Walter H. Ryle Kirksville	April 20	June 1	Sept. 7

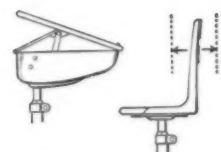
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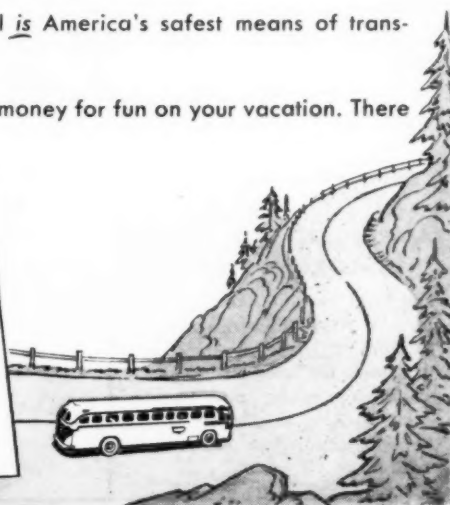
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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XXXIX, NO. 8



## THE COVER

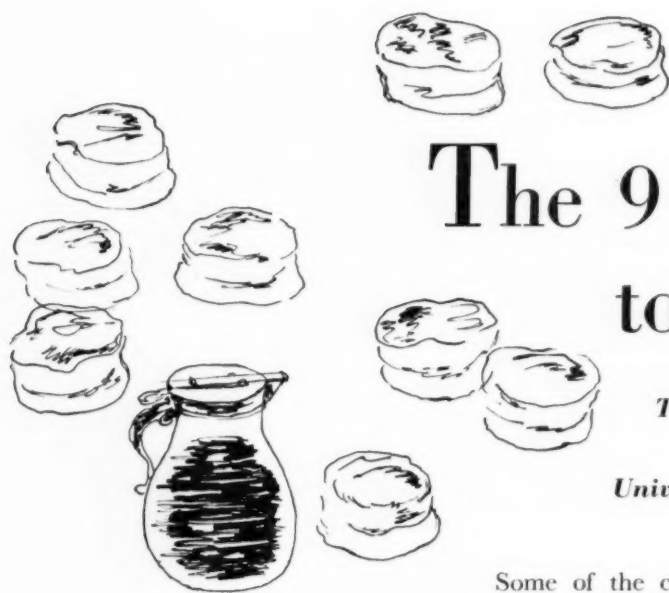
*Drainage canals near Kennett, Mo., are featured on this month's cover. The successful use of the "boot heel" as one of the richest agricultural sections is dependent primarily on the drainage canals. Without them, the area would doubtlessly return to a swamp.—Photo: Massie, Mo., Resources Div.*

### Send all Contributions to the Editor

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# The 9 biscuits that went to school

*The story of the 7-year demonstration program in nutrition education carried on by the University of Georgia with assistance from General Mills*

"Spring fever" seemed to be a year-round affair for most of the children in a certain Georgia elementary school. The boys and girls were listless, seemed to tire quickly. It was hard to hold their attention more than a few minutes at a time.

Explanations were only guesses until one morning when the teachers passed out green mimeographed papers and the children answered the questions on them.

Collected, studied and tabulated, those answers set in motion a chain of events that has influenced nearly every school in Georgia, and reached far beyond.

Each of those green sheets recorded a history of what one child had eaten in three days. And over half showed diets that could be rated only as "poor and inadequate."

Some of the children "skipped" supper entirely. Many drank little milk. One fourth-grader's frequent and favorite breakfast comprised "9 biscuits soaked in syrup."

## POOR NUTRITION— POOR LEARNING

Improper eating habits were responsible—and a lack of recognition that good nutrition is necessary for good health. And one of the results was the continual spring fever that made the teachers' efforts so unproductive.

Those green sheets were the beginning of a state-wide demonstration school project in nutrition education started in 1945 by the College of Education of the University of Georgia and continued for 7 years. Professor Floride Moore has directed the project, the Homemaking Education Division of the State

Department of Education and the Georgia Nutrition Education Advisory Committee have assisted. Financing and other aids have been provided by General Mills.

## A PROJECT STARTS

"The objectives of the project," says Professor Moore, "have been two sides of the same coin. First, to discover methods and devices effective in teaching nutrition education and to establish in-service training for elementary school teachers in the subject. Second, to demonstrate as widely as possible that school nutrition education can effect diet improvement."

Professor Moore and her staff spent the first year in 9 "pilot schools" selecting and setting up procedures and techniques. Here the "green sheet" starting point—individual food habits surveys—was worked out and found most effective. The surveys not only disclosed what was needed to improve the children's diets, but proved the key to the next vital step—getting the parents interested.

## PARENTS ARE IMPORTANT

"We found it important," says Professor Moore, "to get the people of the community interested in proper nutrition for the children. Discussion and analysis of the food habits surveys were a good drawing card for bringing parents to the schools."

As the program in each school gets under way, the teachers learn how to help the children solve their own real eating habit problems, how to bring the school lunch and lunchroom into play as learning experiences, how to mobilize and use the resources of the community.



"Food Demonstration Wagon" built at one school by teachers and children.

Discussing the important points in planning a good school lunch program.



Classroom materials and a wide range of activities have helped. One school raised a pig, others grow vegetable gardens, with two results. The children learn what foods need to be grown for nutritious diets. And they raise food to supplement school and home supplies—an important practical help, for children can't eat what they don't have.

#### A FILM SEEN ROUND THE WORLD

One interesting outcome has been a 20-minute film in color, entitled "The School That Learned to Eat," designed for teachers, parents and others interested in nutrition-education programs. Given wide circulation by General Mills, it was chosen for the 1948 International Film Festival in Edinburgh, Scotland, as an outstanding educational documentary film because of "its sincerity, its complete devotion to location and

character, and its conviction on realities."

In addition to work in 108 schools, the University staff set up seminars for city or county teachers' groups, carrying a credit of 4 hours weekly. And each summer, the University has operated 6-week Workshops in Nutrition Education, bringing in teachers from all over the state (over 1000 to date), and granting graduate or undergraduate credits.

#### HOW A PROJECT SPREADS

Before this project started, nutrition was taught in some Georgia schools in sketchy fashion only. Today, nutrition is taught much more thoroughly and effectively all over the state.

The University and the State Department of Education now accept

nutrition education as a major school concern. Elementary teachers in Georgia are required to take a course in the subject before certification.

Improvement in the diet-surveyed children is noticeable. They are eating better—and playing, learning and working better.

And the influence spreads. Requests for information come in a steady flow to the University.

#### MUCH INFORMATION AVAILABLE

Across the country, interest in school nutrition-education programs is growing. Has it reached your school? Much helpful information on teacher education, classroom techniques and teaching materials is available to you without charge through General Mills. Just mail the coupon below.

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I want to know more about nutrition and health education—especially teacher training. Please send me:

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- ☐ a print of the Georgia movie, "The School That Learned to Eat."

I will return it within two weeks, and pay postage both ways.

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- ☐ a copy of the 1953 Directory of Summer Workshops in Health and Nutrition.

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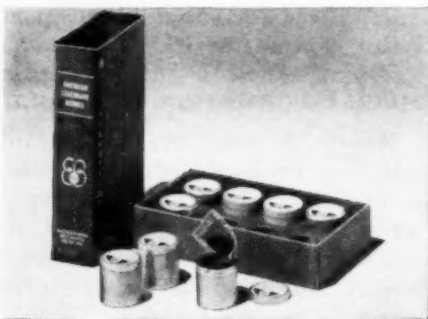






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### NEW FILMS

"Jet Propulsion" is a new Encyclopaedia Britannica film which uses animated drawings to show the principles of physics used in different kinds of jet motors. Careful explanations give well-organized data on advantages and disadvantages of each type of jet engine. Available in black and white or color for adult and highschool groups.

"The English Language" is a 10-minute Coronet film which tells the story of the development of the English language to open ideas for further research by highschool and college groups interested in history, language and literature. In three "chapters" the film traces the story-telling times of the peoples of early Britain, the invention of the printing press and university which helped standardize the language, and ideas and inventions since colonial days which keep language an ever changing thing.

"Responsibility, Discussion Problem" is an 18-minute film in which a highschool principal tells the school experiences of Hank and Lloyd. The film shows the good and poor qualities of the irresponsible, "personality boy" Hank. It compares Hank with Lloyd and asks which boy would be most suitable for student council president. This Young America Films production uses the role-playing techniques found successful in other films in the series, "Discussion Problems in Group Living."

"American Harvest" is a documentary film produced by Chevrolet which tells the panoramic story of America at work to produce the convenience of the American way of life. It shows how all facets of the American economy work together to achieve independence and freedom. The technicolor motion picture recently received the George Washington Honor Medal Award from Freedoms Foundation. It is available through the Jam Handy Organization, 2821 East Grand Blvd., Detroit, Mich.

"Political Parties," "Pressure Groups," "Social Revolution," "Centralization and Decentralization," "Nationalism," and "World Balance of Power," are titles in the new Encyclopaedia Britannica Films series on American democracy. It is the first

series of its kind to treat political science as a unified whole from local to international manifestations. The series is highly usable with highschool social studies classes.

### NEA TO ISSUE COMMUNICATION REVIEW

The Department of Audio-Visual Instruction of the NEA has announced the publication of a new professional and research quarterly. The title of the 64-page quarterly is "Audio-Visual Communication Review."

Content of each issue will include summaries of outstanding research in the audio-visual field, theoretical and analytical articles, listings of current and proposed research projects, book reviews and abstracts, and film, television and radio reviews.

The first edition of the quarterly will appear in February at \$3 a year for DAVI members and \$4 for non-members. Editor of the publication is Dr. William H. Allen, Bureau of Visual Instruction, University of Wisconsin.

Send subscriptions to the Department of Audio-Visual Instruction, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

### LINCOLN'S DEATH TOLD IN NEWSPAPER FACSIMILE

On April 15, 88 years ago, an assassin's bullet ended the life of one of this country's most famous Presidents—Abraham Lincoln. Probably the most complete newspaper account of Lincoln's assassination and death was carried in the New York Herald on April 15, 1865.

This edition has become famous and many facsimiles of the newspaper are now possessed by private citizens as well as public and private libraries.

Bert Craig, 313 Kaufman Building, Wichita, Kan., has made several facsimiles of this early edition and is offering them to schools for \$2 a copy. Individuals wishing copies can obtain them from Craig for \$5 a copy.

This important issue of the Herald not only gives full details of Lincoln's death, but also is historically valuable for its account of General Robert E. Lee's surrender at Appomattox Court House and of General Sherman's army activities in North Carolina.



**THE MAGIC OF CANDLELIGHT** has lived through the years as a symbol of romance . . . as an aura for the bright dreams of happy engaged couples like Kathryn Teschner and Arbel Ruhlander.

"Archie", who recently entered military service, is on leave from Standard Oil's General Offices in Chicago where Kathie still works. To them, candlelight may always mean this special moment.

## What does candlelight mean to you?

**W**HAT GENTLE MEMORIES return with the magic of candlelight? Dinner for two? Your first big date?

Though a candle's fragile light is traditional background for romance, it also turns our thoughts to something quite different—to an oil well pumping barrels of crude oil and even to the price you pay for gasoline.

Why? Because candles symbolize to us hundreds of other less romantic products—from industrial chemicals to crab grass spray to highway asphalt—that are derived from petroleum. Some are made from material that otherwise might have little or no commercial value. As just one example of the efficient and economical development of by-products, in the refining process Standard Oil removes wax from lubricating oil and uses it to make candles.

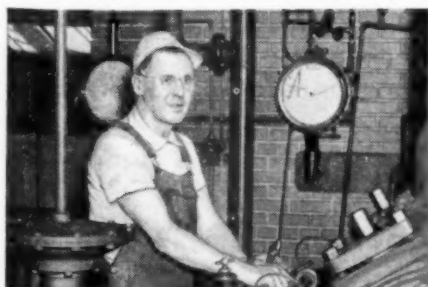
And such activities are only a few of the many

which help to keep the price you pay for gasoline surprisingly low. In fact, gasoline sells today at about the same price that it did in 1925. Only taxes are higher. And two gallons do the work that three did in 1925.

Steady improvement is vital when so many oil companies are competing for your trade. Standard Oil in recent years has plowed back two-thirds of its profits into expanded and better facilities of all kinds—exploration, drilling, research, refining, distribution.

And if—as a remote by-product of our larger efforts—a pretty girl looks even prettier by candlelight, we're not too big or too busy to be pleased.

## Standard Oil Company



**IT MAY SEEM LIKE MAGIC** that our gasoline is uniformly dependable in quality wherever and whenever you buy it. That is the result of the efforts of men like Harold Brown of our Neodesha refinery and of the more than 50,000 other employees of Standard Oil and its subsidiary companies.



**IT MAY SEEM LIKE MAGIC** that you can buy gasoline at about the same price as in 1925, excluding the tax—and that two gallons today do the work that required three gallons in 1925. Technical men like Robert Svetic of our Whiting laboratories work continually to make this possible.



**IT MAY SEEM LIKE MAGIC** to find oil deep underground, but it has taken months of work by geologists and by engineers like J. G. Sanders, here surveying in the swamp lands of Louisiana. Standard Oil and its subsidiary companies are constantly searching for new oil fields.

# SPRING FEVER

*"in the Spring, a young man's fancy, etc. . . ."*



Yes, it's Spring, and "a young man's fancy turns lightly to thoughts of love" and a whole new, wonderful season has been ushered in. With her broad brush and bold strokes, old Mother Nature will paint the countryside into another beautiful, breathtaking landscape . . . energy and ambition will awake and run rampant in all of us . . . then—Spring Fever! Slowly our energy and ambition will grind to a halt and that old feeling of lassitude and well-being begins to steal over us . . . that old malady weaves its magic and we are lost. . . . Aah, Spring Fever.

It's true, your MSTA Group Accident and Sickness Income Plan doesn't protect you against Spring Fever, but it does protect you against the many disabling Accidents and Sicknesses that rob you of your income. It will pay you a regular weekly income and help to offset the added burdens of increased expenses, and will relieve the financial worry that a disability brings.

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## IMPORTANT EVENTS

### APRIL

- 6 Annual Convention of the International Council for Exceptional Children, Boston, Mass., April 6-11, 1953.
- 10 Department Elementary School Principals, MSTA Spring Meeting, Columbia, April 10-11, 1953.
- 12 Midwest Regional Conference on Rural Life and Education and Midwest Conference on Administrative Leadership Serving Community Schools, NEA Department of Rural Education, Kansas City, April 12-14, 1953.
- 17 Annual Industrial Education Spring Conference, Columbia, April 17 and 18, 1953.
- 24 Missouri Section Mathematical Association of America Annual Meeting, William Jewell College, Liberty, April 24, 1953.
- 24 Department School Secretaries of MSTA 3rd Annual Workshop Conference, Missouri Hotel, Jefferson City, April 24-25, 1953.
- 25 Department of Classroom Teachers of MSTA Annual Conference, Columbia, April 25, 1953.
- 25 Missouri Association of Teachers of English, Spring Meeting, Student Union Building, Columbia, April 25, 1953.
- 27 Northeast Schoolmasters, South of Highway 36, Evening meeting, Center, April 27, 1953.

### MAY

- 2 Missouri Association for Childhood Education Annual Conference, Statler Hotel, St. Louis, May 2-3, 1953.

### JUNE

- 14 Missouri Association of School Administrators Workshop Meeting, University of Missouri, Columbia, June 14-16, 1953.
- 28 National Education Association Annual Convention, Miami Beach, Florida, June 28-July 3, 1953.

### JULY

- 13 Annual Reading Conference, Northeast Missouri State Teachers College, Kirksville, July 13-17, 1953.

### AUGUST

- 10 MSTA-NEA Conference for Community Teacher Association Leaders, Bunker Hill Ranch Resort, Aug. 10-14, 1953.

### SEPTEMBER

- 12 Department of Classroom Teachers of MSTA Conference, Bunker Hill Ranch Resort, Sept. 12, 1953.

### OCTOBER

- 2 Industrial Arts and Vocational Education Four-State Conference, Pittsburg, Kan., Oct. 2-3, 1953.

### NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 4-6, 1953.



# Abandon Traditional Study Hall . . .

Rolla Highschool has developed a program which has become an improvement over the traditional study hall

by RAY L. MILLER  
Principal, Rolla Highschool

ROLLA Highschool eliminated in 1948-49 the traditional study hall. The philosophy of the administration is that students should be in some class under the supervision of an instructor every hour of the day rather than idling their time away in a study hall. We believe that teacher supervision and guidance are urgently needed in developing desirable study habits in our students. The most conscientious study hall keeper will admit that the traditional study hall, with its large number of students, does not provide an atmosphere conducive to the development of good study habits.

The traditional study hall has several weaknesses. Some of these are:

1. Discipline, if maintained, is done so by authoritarian rule.
2. Groups are too large for individual supervision.
3. Supervision of students in the study of higher branches of science, foreign language, mathematics and English is practically impossible for any one study hall supervisor.
4. Development of undesirable study habits.
5. Efficiency in most study halls is not much more than 25 per cent.

The administration of the Rolla Highschool decided to do something about these weaknesses. It



did not seem to us that it was fair to the students to permit them to waste their time while pretending to study. We finally concluded that the instructor in the subject was the only one who could properly supervise the preparation of a lesson in that subject.

We are sure that every instructor of chemistry will agree that he is much more capable of supervising and directing the study habits of a student in chemistry than he would be in directing the study habits of a student in Latin. This line of reasoning led us to eliminate the study hall, which has been replaced by the supervised study-recitation period plan.

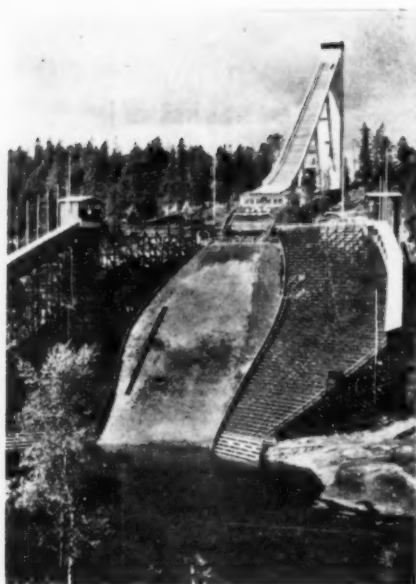
## Curriculum Broadened

The students are scheduled into

six one-hour periods every day. We have broadened our curricular offerings from 43 units to 55 units over the four year period that the program has been in use. The enrichment of our curriculum has been in the fields of fine arts, social science, commerce and health. (We offer a four year health program for all boys and girls, alternating it with physical education.)

We now are in the fifth year under the supervised study plan. We are convinced that the new plan is superior to the traditional plan, provided the teachers allow sufficient time during each class period for the proper preparation of the lesson. We suggest that 25 to 30 minutes should be given to the supervised study; however, that does not mean every class period must be conducted in the same manner. In some periods, the teacher may find it necessary to use the entire period for supervised study; whereas, at other times, the

(See Study Hall P. 46)



A gigantic Ski Jump near Oslo, Norway, seen by three Missouri teachers last summer.



Here the globe-trotting teachers join a group of Swedish teachers for a boat trip around the harbor at Stockholm. Miss Edith Howard, of Warrensburg, is seated on the far side of the boat, the third person from the rear, and Miss Genevieve Madden, of St. Louis, is seated at Miss Howard's right. Eva Carstensen, Independence, was in another group.

## NEA ADVENTURE IN INTERNATIONAL FRIENDSHIP

### NEA Scandinavian Life Experience Tour Gave 3 Missouri Teachers a New Experience in World Understanding

by EDITH M. HOWARD

THE 1952 Scandinavian Life Experience Tour, sponsored by the NEA Travel Division, was conducted to further international understanding. It was operated in cooperation with the Danish Society, the Swedish Institute, and the Norwegian Ministry of Foreign Affairs. There were 50 fortunate tour members, selected from various parts of the United States.

The tour was divided into two sections of 25 and each section was provided with an experienced director. Missouri was represented by three teachers, Miss Genevieve Madden, St. Louis, Miss Edith M. Howard, Warrensburg, and Miss Eva Carstensen, Independence.

This was an unusual tour in that emphasis was placed not only on seeing the many beautiful, interesting and historical sights but also on seeing, meeting and visit-

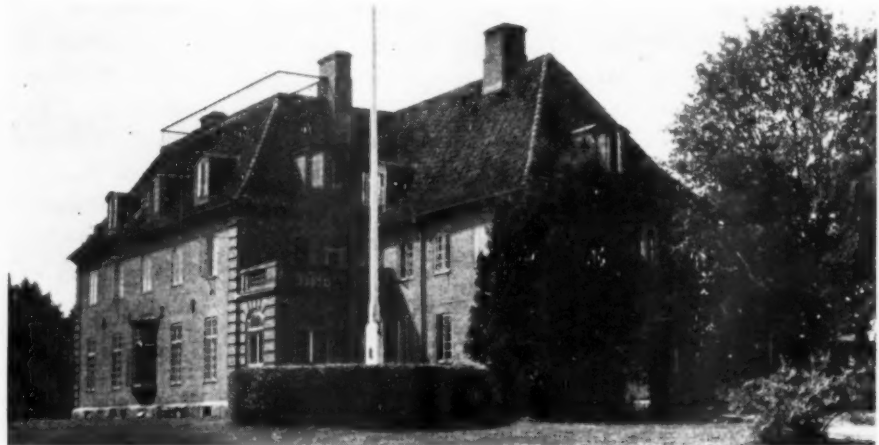
ing with all kinds of people in the various countries.

Our first stop was Glasgow, Scotland. The warm welcome and interesting conversations there in Queen Margaret's Hall made up for the extremely cool temperature and the very small fire on the hearth. Miss Conway, the director of Queen Margaret's Hall and teacher of science at Glasgow University, treated us as honored guests and when we became better acquainted she served us tea and pastry in the evenings. As we

helped "wash up" the tea things we discussed many things pertaining to everyday life in Scotland and the United States.

As we travelled by train to London we noted the red geraniums everywhere, the pie plant growing in abundance, the cows grazing peacefully in pastures enclosed by stone fences, and fields of grain and potatoes almost ready for harvest. All seemed very familiar. Many of us felt as if we had come "home."

(See Adventure Page 43)



In picturesque Denmark, the NEA travel group worked, studied and played at the Folke Highschool, shown above. This school formerly was known as Magleas and was a beautiful private farm estate bordering on a lake near Copenhagen. Two years ago it was converted into a Folke Highschool.

# Appropriations Committee Hears School Needs

In presenting the critical needs of schools to the House Appropriations Sub-Committee on Feb. 21, Philip J. Hickey, chairman, Legislative Committee, Missouri State Teachers Association, emphasized the following conditions:

To Members,  
House Appropriations Committee  
Sixty-Seventh General Assembly

This statement is made available with the hope that it might assist the Committee in its consideration of the appropriation for the public schools for the 1953-55 biennium.

You are well aware of the tremendous increase in the number of births since 1942. In 1936, the number of births in Missouri was 55,916; in 1952 the number was 92,741. In the five years from 1948 to 1952 inclusive, 153,110 more children were born in Missouri than during the five-year period from 1936 to 1940 inclusive.

Enrollments in the lower elementary grades have grown by leaps and bounds. Visit a town of most any size and note the tragic overcrowding in the first or second grade. In 1951-52 the public school enrollment in Missouri was 674,896. By 1953-54 this enrollment will have increased by approximately 50,000.

With more children attending school, additional teachers must be employed and more funds made available or the quality of the educational program must suffer. Growing enrollments coupled with increasing costs have created a serious situation in the financing of our schools.

One of the most difficult tasks of the public schools is to attract and retain in teaching a sufficient number of qualified teachers. Contributing to this difficulty is the fact that salaries of Missouri teachers have not kept pace with teachers' salaries in other states nor with many other incomes in Missouri.

According to the Research Division of the National Education Association, the average salary of \$2,872 paid Missouri teachers in 1951-52 is \$493 less than the average in the nation. In teachers' salaries, Missouri ranks 34th. It would require an additional \$12,197,806 a year to pay salaries to Missouri teachers equal to the national average.

The higher salaries paid teachers in other states is reflected by the large number of teachers trained in Missouri who accept teaching

positions in other states. In 1952, eighteen per cent of the teachers whose placements were reported by our state institutions of higher learning accepted teaching positions outside of Missouri. The median salary of placements made in other states was \$407 higher than those made in Missouri, according to information compiled by the Research Division of the Missouri State Teachers Association.

## Salary Increases Lagging

The salaries of Missouri teachers have not advanced as rapidly as many of the incomes in Missouri.

Employees covered by the Missouri unemployment compensation law constitute the largest group of workers for which income information is available. This group included more than 825,000 workers in 1951, or 50 per cent of Missouri's gainfully employed persons. The average wage per employee of this group of workers increased 145.9 per cent between 1939 and 1951. During the same period the average salary of Missouri teachers advanced 121 per cent. In 1939, the average earnings of workers covered by the Missouri unemployment compensation law was \$117 higher than the average salary of Missouri public school teachers. By 1951, the difference had grown to \$585.

If the salaries of Missouri public school teachers had increased in the same proportion between 1939 and 1951 as the wages of persons covered by Missouri Unemployment Compensation, the average salary of Missouri public school teachers would have been \$297 higher in 1951, and total salaries of teachers of the State would have amounted to approximately \$7,441,000 more per year.

Another and more inclusive measure of income that can be compared with teachers' salaries is per capita income in Missouri. According to the United States Department of Commerce, the per capita income in Missouri increased 212.6 per cent between 1939 and 1951, compared with the increase in teachers' salaries of 121 per cent.

The question arises concerning the effort of local school districts to meet increasing school costs. The average tax levy in high school districts has increased 95 per cent since 1939 to a level of \$2.03 on the one hundred dollars assessed valuation for 1952-53. In 1939, levies in rural districts averaged 37 cents; now the average is \$1.04, an increase of 181 per cent. Local receipts of Missouri public schools totaled \$41,106,051 in 1938-39; in 1951-52 local receipts amounted to \$107,349,000.

It also may be asked whether or not increased state aid has been reflected in higher teachers' salaries. Increased state aid has resulted in higher salaries. The amount spent for teachers' salaries increased a greater amount between 1939 and 1952 than the state funds available for teachers' salaries. In other words, local communities are contributing a greater amount for teachers' salaries, in addition to paying greatly increased incidental and building costs which are paid almost entirely from local funds.

## Local Support High

Concerning the division of school support between the state and local communities it may be noted that for the year 1949-50 Missouri schools received 59.5 per cent of their revenue from local sources compared to an average per cent for all of the states of 56.2 per cent from local sources. With the increased bonding capacity of school districts, made possible by Constitutional Amendment No. 2 approved last November, many local communities are making much larger investments in school buildings.

While increased funds have been made available from both state and local sources, they have not been in proportion to the increase in the income of the people. Between 1939 and 1951 the total income in Missouri increased 235 per cent, according to the United States Department of Commerce. During the same period the expenditures for education in Missouri, including building costs, increased 125 per cent. The cost of our public schools in Missouri in 1939 was



3.2 per cent of the income of the people. In 1951 it was 2.1 per cent.

Since Missouri must compete with other states for teachers, a further comparison on matters of school finance seems relevant.

Missouri's current expenditure per pupil in average daily attendance for the school year 1951-52 was \$204 compared with the national average of \$217.66. Missouri ranked 30th in current expenditure per pupil. Average current expenditure per pupil would have required an increase of \$7,795,789 per year.

Missouri's state aid per pupil in average daily attendance for current educational purposes in 1951-52 was \$85.68 compared with a national average of \$94.89. For Missouri to provide as much per pupil from state sources as is pro-

vided in the nation would have required an increase in state support of \$5,256,165 per year.

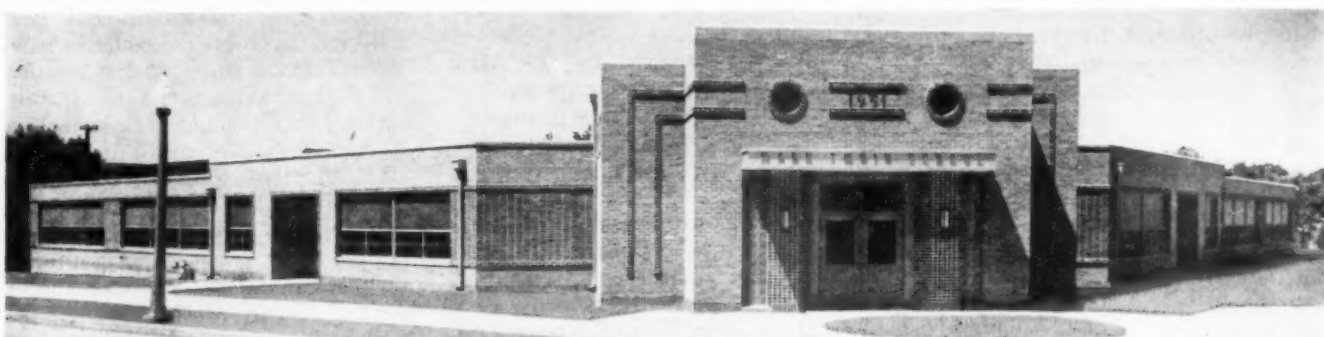
Should Missouri follow current practice in the country, an increase in funds from both state and local sources would be required, with the larger part coming from the state.

Money which is distributed to the schools through the regular school apportionment, except transportation aid and a small amount of building aid, must be placed in the teachers' fund and can be used only for teachers' salaries, according to Section 165.110 RSMo 1949. The Supreme Court of Missouri has ruled that a board of education is personally liable for funds otherwise expended.

During the 1951-53 biennium

the state school fund, including the additional appropriation of \$7,000,000, will total approximately \$94,000,000.

As you know, our State Constitution requires that the appropriation for public schools be second only to the appropriation for payment of sinking fund and interest on outstanding obligations of the state. If the total appropriation for the public schools could be made at one time, it would make possible more efficient financial planning for next school year, or the first year of the biennium. When a part of the appropriation for public schools is included in the Omnibus Bill, past experience has indicated that it is often too late to permit the wisest possible budgetary procedure for the first year of the biennium.



Above: A new elementary school building in Poplar Bluff houses children in the North Main district in grades four through seven. Mrs. Alta Leeper is principal of the new school. Poplar Bluff superintendent of schools is George Loughead and elementary supervisor is Byron Boyer.

Below: Fifth graders presented the first program in the new Mark Twain Grade School Building in Poplar Bluff. The group gave a performance of an original operetta entitled "The Gypsy Camp." The fifth grade class wrote the operetta which was directed by their teacher, Mrs. Margaret Knott. Stage settings were made by the pupils under the supervision of Arlin Holliday, art supervisor, and Mrs. Pauline Hearne supervised the music for the show.

# Building Peace in the Minds of Men

Join with other educators in helping  
to promote a project of world wide significance

by GRACE GARDNER

THE surest way to lose a battle is to avoid taking the offensive and to try merely "to hold the line."

In the war for men's minds this is also true. When the Los Angeles school board removed a UNESCO booklet from its schools it was a challenge to those who believe in the purpose of UNESCO—"to build peace in the minds of men." It jolted some of us into realizing that the public was misinformed about UNESCO's purposes and into realizing that we school people should take the lead in telling about UNESCO.

UNESCO (United Nations Educational, Scientific, and Cultural Organization) was set up to help the people of the world to better understand and appreciate each other. Its goal is to build peace through the sharing of ideas, education, cultural and scientific knowledge. UNESCO has been trying to help the world share through teacher and student exchanges, annual world conferences on education and various studies.

Two years ago UNESCO set up a plan to enable large numbers of people to take an active part in building peace. It set up a gift coupon plan through which groups and organizations in this country and other well-endowed countries could share knowledge and "know how." UNESCO makes it possible for people to do something concrete and definite for bettering world understanding. Groups in this country can form bonds of friendship through adopting projects to help educational programs in less fortunate lands.

Two years ago the Missouri

Council for Social Studies was the first group to sponsor one of these gift coupon plans. It purchased a movie projector for the schools of Malta. Last year the Missouri Classroom Teachers sponsored a project to purchase two typewriters for the Martuscelli School for the Blind in Naples, Italy. This year the Missouri Classroom Teachers are sponsoring a project to purchase basic school supplies for refugee children in Syria.

These Missouri groups selected a project from those suggested by the UNESCO office in New York. They received the necessary amount of gift stamps (\$400 for the Malta project, \$200 for the typewriters, and \$1,980 for school supplies for 1320 refugee children in Syria). They sold the stamps at 25c each, advertised UNESCO in doing so, sent the money to the UNESCO office, and received gift coupons which they sent directly to Malta and Italy. The recipients of the gifts used the coupons as international currency and bought the designated gifts from the nearest market (eliminating loss of value through shipping charges and currency exchange.)

## Many Accomplishments Listed

Through these projects the groups found that a little concrete help and work accomplished many things in fostering international understanding. There have been some rather definite results:

(1) Every person who took part in the projects (teachers from about 50 schools and several clubs and individuals) knew a little more about UNESCO.

(2) Letters were exchanged between donors and recipients of the gifts.

(3) People who took part in the projects learned more about the countries to which they sent gifts and learned about some of their problems.

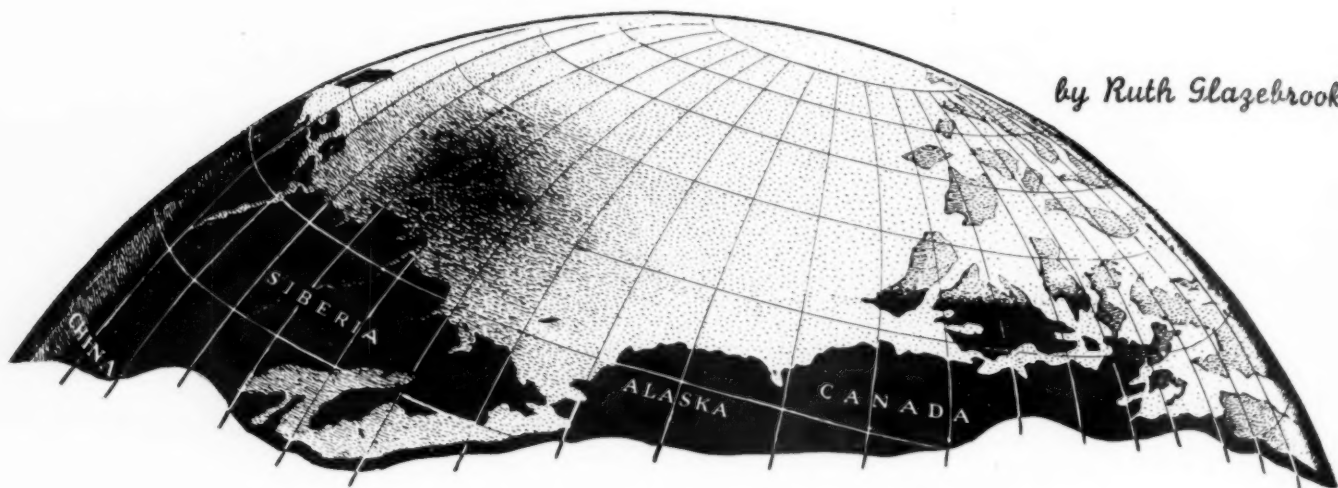
(4) The genuine appreciation of those who received the gifts was evident to the donors.

(5) UNESCO was "advertised" to many who didn't take part in the projects but who heard about them through newspapers, programs and the radio.

(6) Some definite needs of education were met. The projector for Malta was of infinite value because schools there had suffered extensive damage from World War II bombing. The Martuscelli School for the Blind needed the typewriters to train its students to be self-supporting. The project now in progress will help a group of people no one seems to want—the Arab refugee children Syria has and doesn't want, and that Israel had and doesn't want back. For each \$1.50 given through this UNESCO project one child will be given basic school supplies for one year. So little can do so much for so many.

## Others Can Help

Schools or individuals interested in undertaking UNESCO projects should write UNESCO, Gift Coupon Office, United Nations, New York. If groups would like to help with the present project of the Missouri Classroom Teachers they should write Grace Gardner, Southwest Missouri State College, Springfield, Missouri.



by Ruth Glazebrook

An experienced teacher tells how to look, how to evaluate and what to look for in

## Selecting Maps and Globes



MAPS and globes are tools of geography teaching. They play an important part in realizing the three main goals in the teaching of geography, that is, the goals of reality, reason, and independence. Geography is concerned with real people and places. Maps should help pupils appreciate this *reality*. The study of geography should be a thinking process, not merely a memorizing of facts. Maps should help pupils see relationships, to see the *reason* for ways of living in a region. If maps are legible and appropriate for each grade, they will foster in pupils a feeling of *independence* and self-confidence in the use of maps.

Maps and globes tell a geographic story. Pupils must be guided in their learning to read these stories as they are taught to read any literary selection. If the story which the map and globe tells is read with understanding, our geography teaching will take on a new life. Geography will then become meaningful and useful to the pupils in solving their problems of living which arise from the geographic factors inherent in their environment.

There is not just a map and a globe which tell the story of geography. Instead there are maps and globes which will fit the pupils' needs at their particular level or stage of development of geographic understandings.

Teachers need to know how to select maps and globes which will best fit the needs of their pupils.

Maps differ widely in size, areas shown, projections, colors, amount and kind of detail. Globes, too, differ in many of these features. Some maps or globes are designed primarily for reference use, while others are intended for teaching purposes.

There is no such thing as an omnibus map or globe suitable for all grades and courses in school. It is as impossible as a single arithmetic text for all grades. In selecting a map, therefore, it is essential to have clearly in mind the purposes and grade level for which the map is to be used. There is only one sure way of doing this. It is to outline on paper, before you examine maps, the understandings in geography or history you expect to teach with the aid of maps.

Maps are the shorthand to geography and history. They tell their stories by means of symbols such as color, shading, lines, figures, circles, stars, and squares. Reading a map, then, is similar to reading a printed page; it is a process of associating ideas with symbols.

### Evaluating a Map

When you evaluate a map you should follow the same general pattern of examination as for evaluating textbooks. This pattern may be helpful:

1. Does the map contain the information you need for geography or history in the grade in which it will be used?
2. Is it free from detail that pupils in a grade cannot understand and will not need to use?



3. Do the colors and symbols conform in general to those used commonly in maps, atlases and textbooks? The language of maps that pupils learn should be that which will be most useful to them in school and in everyday life. There is no point in pupils acquiring map knowledge that will not transfer to maps in general.

4. Is the map information correct and up-to-date?

The main features of the map should be clearly legible at classroom distance. Pupils need not be able to read all names and small symbols from their seats, but they should see the colors, mountains, main rivers, boundaries, and symbols for large cities.

Colors used should not detract from the legibility of symbols and names.

The map needs to be attractive in appearance and colorful without sacrifice of clarity.

### Teaching Effectiveness

A map is an effective teaching tool to the extent that it helps the teacher stimulate pupil interest and develop understandings. Its teaching effectiveness depends upon: (a) graded content, readability and interest quality; (b) size, accessibility and convenience for use. This second feature involves the physical properties of maps and also their placement in the classroom.

Size is important, for the map should be the center of interest in teacher explanations and in pupil activities or discussions. Pupils have maps in their textbooks, but frequently it is desirable to focus the attention of all pupils on specific places or relationships. A large wall map best serves this important purpose.

Wall maps should be used frequently in the social studies classroom. That means they should be accessible and convenient for use. You cannot always anticipate every situation in which maps will be useful and you will lose class attention and interest if you stop to

look for one. When you examine maps, therefore, consider whether the type of mounting will facilitate frequent and easy use of the maps in your classroom.

### Globes

What has been said about wall maps applies to globes as well, for globes are maps—spherical world maps.

Information on a globe should fit the grade level of map knowledge and use. The globe should be readable, not at classroom distance, but for close-up use. It should be attractive in appearance to promote interest. However, its teaching value rather than its aesthetic quality is the main consideration. Its teaching effectiveness depends largely upon its convenience for use. For middle grade pupils it should be light and sturdy so that pupils can handle it easily. The school globe should not be a "hands-off" ornament, but a pupil-use teaching tool. For the middle grades, therefore, the free globe ball in a cradle is preferable. For upper grades other types of mountings may be desirable, particularly for the more detailed 16-inch globes.

The selection of maps involves not only evaluating, but also deciding what maps are needed. This problem brings us back to the purposes for which maps will be used in each grade.

If the above suggestions are valid and practical, it must be apparent to you that the first step in selecting maps and globes is to decide what purposes they are to serve. Moreover, it is much better to write out these teaching purposes in concise terms than to think about them in general terms.

### Four Types of Maps

*Relief Map.* They may be printed in black and white or in two colors. They show physical features of land surface by shading and give the general impression of aerial views.

*Physical-Political Maps.* They show land surfaces by means of colors and may carry some of the

shading for highland areas used on relief maps. Political boundaries are shown by heavy colored lines.

*Political Maps.* They designate states or countries by different colors. Physical features are shown by a neutral background color.

*History Maps.* These may be physical-political or political maps with certain history information shown by colors and other symbols.

### Map Projections

The globe is the most nearly correct map of the world, but for some purposes flat maps are more practicable and useful. You need to keep in mind that the spherical surface of a globe cannot be flattened out into a flat map without distorting or interrupting it in places.

A map projection is an orderly system of parallels and meridians on which a map can be drawn. There are many different projections, each having a specific purpose or use.

The Mercator map, one of the earliest world projections, was designed for sailors as an aid to navigation. It is concerned with ocean areas. These are not interrupted or distorted, but on this map the land areas are not equal-area. It is a rectangular map on which the north and south poles extend the same distance as the equator.

This map has been used generally in schools in the past, and has many useful features today for upper grade study. However, it should not be used in the lower grades where pupils are just getting familiar with correct global concepts. You can recognize this type of map by noting that Greenland, for example, is larger than South America.

In recent years, maps have been designed that show land areas almost in their correct proportions. Such so called "equal-area" maps distort or interrupt ocean areas but show land areas quite correctly. Since pupils' study in the middle grades is chiefly with land (See Maps and Globes P. 45)

# Elementary Principals Meet in Columbia April 10-11

A SERIES of six discussion groups on the theme "Vitalizing the Role of the Elementary School Principal" will be a feature of the spring meeting of the Department of Elementary School Principals April 10-11 at the University of Missouri in Columbia.

The discussion groups will be held as part of the first general session of the conference. Also on the first session program will be an address by guest speaker Dr. Paul Bixby, chairman of the Division of Elementary Education at Penn State College, who will give a speech on "Obligations and Responsibilities of the Elementary School Principal."

Dr. Bixby will speak at the morning half of the first session which will begin at 10:45 a.m. following a general business meeting at 9 a.m. in the University Laboratory School Auditorium.

Also on the morning's program will be Dr. L. G. Townsend, dean of the University College of Education, who will bring greetings from the University; Everett Keith, executive-secretary of MSTA, who will speak on school legislation; and Commissioner Hubert Wheeler, of the State Department of Education, who will report on the state school program.

Discussion groups will begin at 2 p.m. and continue until 4:30. Groups of from 20 to 40 will talk over six problems dealing with the elementary school principal.

G. Frank Smith, of Cameron, will be chairman of Group I which will discuss "The Principal's Obligation to the Beginning Teacher." Consultants for this group are Miss Mary L. Hollister, of Kansas City; Paul Antle, Joplin; Miss Julia Schmidt, St. Louis.

Group II will discuss "The Principal's Responsibility to Work Directly with Teacher Training Institutions Before and After Assignment of the Beginning Teacher." Chairman will be Wayne T. Snyder, Kansas City, and consultants are Miss Barbara Henderson, Kansas City; Dr. L. A. Eubank, University of Missouri, Columbia; Dr. Leon Miller, Northwest Missouri State College, Maryville; Garnett Parman, St. Joseph.

"The New Missouri State Course of Study" is Group III's discussion topic. Mrs. Eileen Robbins, Independence, is chairman and consul-

tant are Raymond A. Roberts, State Department of Education, Jefferson City; Dr. Lois Knowles, Columbia; Mrs. Bessie Ellison, St. Joseph; Dr. Orvin L. Plucker, Independence.

Group IV's topic will be "The Principal's Responsibility in the Formulation of School Policies." Raymond Dougherty, St. Louis, is chairman and consultants are Kenneth Cheek, Rolla; Dr. D. C. Rucker, Springfield; Miss Reuby S. Moore, St. Joseph; and Mrs. Portia Halferty, Poplar Bluff.

Miss Dorothy Osborne, St. Joseph, is chairman of Group V which will discuss "The Principal's Responsibility for Guidance." Consultants are George E. Mowrer, State Department of Education, Jefferson City; Miss Marie Nolan, St. Joseph; and Mrs. Elizabeth Burke, Kansas City.

The Group VI topic will be "Professionalization of the Elementary School Principalship." Chairman of this group will be Dr. Fred E. Brooks, University City. Consultants will be Dr. Roscoe V. Cramer, Kansas City; Miss Virginia George, Albany; Kenneth Locke, Kansas City; and Miss Ruth Rowe, St. Louis.

## Second General Session

The second general session of the conference will be the dinner meeting at 6:30 p.m. April 10 at the University Student Union. Dr. Bixby will either address the group at this meeting or at the third session April 11. Dr. Bixby's second address will be on "Vitalizing the Role of the Elementary School Principal."

A fellowship hour at the MSTA headquarters is planned for 9 p.m. concluding the first day's program.

## April 11

At 9 a.m. April 11, the third general session of the conference will be held in the Laboratory School Auditorium. Miss Mamie Reed, president-elect of the National Department of Elementary School Principals, will be chairman of a summary panel on discussion group findings.

Also on the third session program will be Mrs. Aaron Fischer, of Ladue, a member of the Missouri Citizen's Commission, who will report on the Commission's progress.

A luncheon at the Student Union April 11 will conclude the conference. At this luncheon, department officers will be elected for the 1953-54 school year.

A. M. Rennison, president of the Department of Elementary School Principals, will preside at the first and second sessions of the conference and Tom St. Clair, vice-president of the group, will be chairman of the third meeting.

## Tours will Cover State Industries

Two 1300-mile Missouriana tours for teachers of the state will be sponsored this summer by Central Missouri State College at Warrensburg and the Missouri State Chamber of Commerce. The first of the two-week tours will start June 7 and run through June 20. The second tour is scheduled for June 28-July 11.

The trips are designed to offer teachers an intimate view of Missouri's business, industrial, educational, governmental and service institutions. They also will emphasize some of the historic and geographical spots of interest in the state. Fifteen cities and localities will be visited on the tours, including Bunker Hill Ranch Resort where the teachers will spend a weekend.

Teachers who complete the tours and fulfill academic requirements in connection with them will be given three hours of college credit by Central College.

In all stops at business firms and industries, top management officials will explain in prearranged conferences the details of operation and the basic economics involved in the business.

Towns, firms, and places to be visited on each of the tours are: Kansas City, Sears Roebuck Company and The Kansas City Star; St. Joseph, Quaker Oats Company and historic spots; Hamilton, J. C. Penny Farm; Centralia, A. B. Chance Company; Columbia, the School of Journalism of the University of Missouri; Jefferson City, State Capitol and the state Supreme Court.

Bagnell Dam, Union Electric Company property; Bunker Hill Ranch Resort; Kennett, Sinkers Corporation; Wardell, Rice farms of Judge O. H. Acom; Cape Girardeau, tour of the city; Bonne Terre, St. Joseph Lead Company concentrating plant; Ste. Genevieve, tour of Missouri's oldest town; Crystal City, Pittsburgh Plate Glass Company; St. Louis, Chevrolet and Fisher Body Plants, Boatman's National Bank and Chamber of Commerce.

**To bring about in institutions better teacher education  
and raise professional standards**

# **Your National Commission is Active**

by Dr. JOHN L. BRACKEN

IT may be forgotten that the National Commission on Teacher Education and Professional Standards pioneered a starting salary of \$2,400 for classroom teachers when few school systems or states offered such a salary. Now the \$2,400 figure may be regarded as outmoded.

Cries of dismay greeted a recent pronouncement of the Commission that said, because of the decreased purchasing power of the dollar, the beginning salary now should be at least \$3,200. The Commission always has said that the salary should be doubled in not more than 15 years of service. The upper range is so important that the Commission now urges a top salary up to \$8,000 for classroom teachers with top preparation and experience with an opportunity for increase beyond that figure.

Many schools now pay more than the minimum figure advocated. Some are within easy shooting distance of the maximum.

## **Commission Aims High**

But the Commission never has advocated higher pay for poor teaching. Rather, the recommendation is for such good teaching as to justify adequate payment. The Commission is building the profession. The Commission profoundly believes that teaching standards should be raised and that members of the profession should have a voice in setting the higher standards.

In support of good teaching the Commission each year holds regional conferences across the nation. Each state sends delegates to a conference in this series. From 75 to 225 persons discuss phases of

teacher education and improvement in each meeting. Missouri, with six other states, was strongly represented in the 1953 Regional Conference in Kansas City, Kan., last January.

A national delegate conference with some 500 participants is held each year. Last year the conference was held at Kalamazoo. The 1953 conference will be held at Miami Beach.

## **Certification Talks Slated**

The Florida conference will deal primarily with certification. As in previous national and regional conferences other subjects, from selective recruitment to fifth-year programs and from student teaching to converting a highschool teacher into an adequately trained elementary school teacher, will get attention.

Improvement of certification, a timely subject in these days of searching appraisal and wide discussion, ties in directly with the aims of the recently formed National Council on Accreditation of Teacher Education.

The formation of this Council first was suggested in a discussion group at a National Conference of the Commission. The project was thoroughly discussed in later regional conferences and national meetings. At Detroit in July, 1952, the NEA gave the go-ahead signal for the Council.

Already the Council had the approval of the National Council of Chief State School Officers, the National Association of State Directors of Teacher Education and Certification Association, the AACTE, and the National School Boards Association. The 21-member

Council has been formed, with representatives from all five groups, and will be activated July 1, 1954.

The purposes of the Council are to develop standards of teacher education, to apply the standards and to publish lists of qualifying schools.

Interesting discussions are being held with schools now restive under ratings by many other agencies and with regional associations. The regional associations' history is not replete with concern for teacher-education schools and departments. The sudden development of interest in this important area is wholesome.

The Council hopes to formulate procedures in the development and application of standards which will mesh with present practices without adding to the examinational burdens of schools. Yet the Council stands firm in the belief that the teaching profession and the employing public should have a voice in setting and maintaining standards of preparation for teachers. Other professions guard their gates. Why should not we?

## **Teacher Education Needs**

Teacher education is open to criticism. Only about half of the elementary school teachers in the United States have four years of education beyond highschool. In some states, a high school education is enough.

The "supply and demand" study, sponsored by the Commission and developed by Dr. Ray Maul, last year reported a need for 160,000 elementary school teachers with four years of teacher education (See National Commission P. 42)



# Legislative Developments

## School legislation under consideration by the Legislature up to March 12

### Retirement

*House Bill No. 64*, improving the Public School Retirement System of Missouri, and *Senate Bill No. 105*, improving the St. Louis Public School Employees Retirement System, were heard by the Senate Education Committee on March 4. *House Bill No. 64* is now on the Senate calendar for final passage.

### School Appropriation

*House Bill No. 324*, carrying the public school appropriation, was introduced March 12. It provides for the one-third of the general revenue with an additional appropriation of \$7,000,000. *Representative Myers, Chairman, House Appropriations Committee, has stated that an amendment will be offered when the bill reaches the House, increasing the amount in the light of available funds after hearings have been completed.*

The amount passed by the House last biennium in the Omnibus Bill was \$14,000,000. This was reduced by the Senate to \$7,000,000. An appropriation of \$17,000,000 in addition to the one-third would be required to bring state support in Missouri to the national average.

### Tax Cutting Proposals

*Senate Committee Substitute for Senate Bills No. 47 and No. 110* is now in the Senate Appropriations Committee. It is suggested that you continue to interpret the loss of revenue that this proposal would cause in terms of your local tax levy. If the proposal would reduce taxes \$15,000,000 a year as has been suggested, the schools would lose \$5,000,000 as one-third of this amount. This would mean \$250 a teaching unit per year. It is unwise to think that such a tax reduction would not eliminate any additional appropriation for the schools that this year amounted to \$3,500,000. In this case there would be an additional loss of \$175 per teaching unit per year, making the total loss per teaching unit per year about \$425.

### Status of Bills

*House Bill No. 17*, providing for the transfer of property of component districts to reorganized district, is in the Senate Education Committee.

*House Bill No. 26*, providing that taxes paid on any income tax imposed by any city within the state may be credited against the state income tax, is on the House Calendar for final passage.

*House Bill No. 55*, pertaining to unit control for the St. Louis Public Schools, was reconsidered after being defeated on final passage in the House and is on the House Informal Calendar.

*House Bill No. 75*, harmonizing the statutes relating to school district indebtedness and tax levy for sinking fund with the Constitution as amended, is on the Senate calendar for final passage.

*House Bill No. 81*, reducing the registration fee on certain school buses, is in the House Committee on Transportation and Communication.

*House Bill No. 112*, providing for the admission of any qualified Missouri citizen to the state's institutions of higher education, has gone to the Senate.

*House Bill No. 114*, prohibiting segregation in the public schools, is on the House Calendar for Perfection.

*House Bill No. 118*, relating to the clerical help and travel expense for the county superintendent of schools in fourth class counties, has gone to the Senate.

*House Bill No. 122*, providing maximum state aid for transportation of \$5 per month, was reconsidered and passed after being defeated on final passage in the House. The effect of the proposal would be to transfer approximately \$2,000,000 distributed on the third level for the teachers' fund to transportation.

*House Committee Substitute for House Bill No. 130*, making a deficiency appropriation for building aid to reorganized school districts, is on the Senate calendar for final passage.

*House Bill No. 143*, providing that the board of education in St. Louis may provide two additional years of college, has gone to the Senate.

*House Bill No. 156*, placing Oregon county in the Southwest State Teachers College district, has gone to the Senate.

*House Bill No. 164*, relating to

the St. Louis Retirement System, is in the House Committee on Public Schools.

*House Bill No. 193*, extending tenure provision to all school employees in St. Louis, is in the House Education Committee.

*House Bill No. 202*, providing for the inclusion of capital outlay costs in non-resident high school tuition, was in the House Education Committee. This proposal was killed by the Committee.

*Senate Bill No. 6*, relating to building aid to reorganized and consolidated districts, is in the Senate Education Committee.

*Senate Bill No. 15*, amending the continuing contract law, is in the Senate Education Committee.

*Senate Bill No. 16*, relating to school holidays, is in the Senate Education Committee.

*Senate Bill No. 28 and House Bill No. 178*, authorizing school districts and other political subdivisions to establish, operate and maintain systems of public recreation, are in the Senate Committee on State Departments and the House Ways and Means Committee, respectively.

*Senate Bill No. 34*, relating to the clerical help of county superintendents in second class counties corrective in nature, is in the Senate Education Committee.

*Senate Bills No. 111 and 112*, permitting the Kansas City school district, when authorized by the voters in bond election, to build branch library building, passed the House.

### Commission Bills

The MSTA Legislative Committee at its meeting on February 28 agreed, in accordance with the action of the Assembly of Delegates in Kansas City, to approve in principle and support *Senate Bill No. 200*. This pertains to the Foundation Program. It was suggested that immediate effective activity on the local level with boards of education and laymen is essential if results are to be obtained. The proposal is in the Senate Education Committee and a hearing was set for March 18. The next 17 measures are commission bills.

*Senate Bill No. 200* provides for a foundation program with funds for teachers' salaries, transportation, other operating costs, and capital outlay.

*Senate Bill No. 201* provides for kindergartens.

*Senate Bill No. 202* provides for junior colleges.

*Senate Bill No. 203* provides for adult education.

*Senate Bill No. 204* provides for determining a maximum purchase price for school transportation equipment.

*Senate Bill No. 205* discontinues the office of county superintendent of schools and provides for county service officer.

*Senate Bill No. 206* relates to the purchase of liability insurance by school districts.

*Senate Bill No. 207* relates to the governing bodies of the state universities and state colleges.

*Senate Bill No. 208* provides that the voters of local school districts may determine whether separate schools shall be maintained for colored children.

*Senate Bill No. 209* relates to examination of teacher education programs.

*Senate Bill No. 210* relates to the apportionment of taxes paid by railroads.

*Senate Bill No. 211* places the county foreign insurance money formerly placed in the free textbook fund in the state foundation program fund.

*Senate Bill No. 212* relates to the formation and duties of a county board of education.

*Senate Bill No. 213* relates to the annual school meeting.

*Senate Bill No. 214* relates to the receipt and disbursement of school funds.

*Senate Bill No. 215* relates to the clarification of teachers.

*Senate Bill No. 216* relates to teachers' and superintendents' contracts in six-director school districts.

*Senate Joint Resolution No. 3*, providing for submitting to the voters a constitutional amendment providing for an elective state board of education of six members, with the Commissioner to be of the same political party as the Governor, is in the Senate Education Committee.

#### New Bills

*House Bill No. 204*, introduced by Representative Jones, relating to the issuance of bonds by school districts, is in the House Committee on Ways and Means.

*House Committee Substitute for House Bill No. 217*, providing for a state payment of three cents per mile one way for pupil transportation of one mile or more, with the state payment not exceeding 80 per cent of actual cost, is on the House

Informal Calendar for Perfection. The additional cost is estimated at \$2,000,000 per year and the proposal would have the effect of transferring that amount from third level distribution for teachers' fund to transportation.

*House Bill No. 220*, introduced by Representative O'Brien, relating to the power of the St. Louis School Board to suspend pupils, is in the House Committee on Public Schools.

*House Bill No. 245*, repealing the state income tax and authorizing cities and counties to levy a tax on incomes, is in the House Municipal Corporations Committee. Six Representatives who joined in introduction have had their names removed from the bill.

*Senate Concurrent Resolution No. 7*, introduced by Senator Hawkins, provides for a committee of legislators and lay persons selected by them to appraise the school program in Missouri and to make recommendations.

*Senate Bill No. 300*, introduced by Senator Robinett, relating to the dissolution of school districts, is in the Senate Education Committee.

*Senate Bill No. 312*, introduced by Senator Smith, permitting the use of facsimile signatures on school warrants, is on the Senate calendar for Perfection.

*Senate Bill No. 329*, introduced by Senator Hawkins, providing that a rural board designate the high school to be attended by its high school pupils if tuition is to be paid by the district, is in the Senate Education Committee.

#### FLOOR PLANS SHOW SCIENCE FACILITY DESIGN

Teachers and administrators who share the responsibility for planning and developing school facilities for science instruction in secondary schools will find a new bulletin of the Office of Education of interest.

This 38-page pamphlet, "Science Facilities for Secondary Schools," gives much information on planning space and facilities, locating science rooms, designing facility distribution, and providing for general utilities.

Floor plans include improvements suggested by the Office of Education and offer suggested arrangements of science facilities under a variety of school conditions.

The bulletin is for sale at 25 cents a copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

## A Program Problem?

Free Films and Recordings for Use at Professional Meetings, Civic Clubs, P.T.A. and Lay Meetings.

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The Sixth Chair  
What Greater Gift  
The American Teacher  
Pop Rings the Bell  
New Tools for Learning  
Design of American Public Education  
The School and the Community

For Professional Meetings  
Assignment Tomorrow

The Drop Out

For Senior Highschool Students

Teacher Recruitment

Bunker Hill Resort (slides)

### RECORDINGS

Characteristics of a Good Teacher  
Personality Development in the Classroom  
Teacher-Pupil Planning Technique  
A Forward Look for the Teaching Profession  
Developing Good Classroom Discipline  
The Place of Arithmetic in the Curriculum  
The High School Curriculum for Life Adjustment  
Improving Reading at All Levels  
Education, the Foundation of Business  
Understanding Education, Parents and Self  
Providing for Individual Differences in the Classroom  
The Teacher and Public Relations  
Newer Methods of Reporting Pupil Progress  
Preparing Better Classroom Tests  
Let Us Make a Study of Study  
How the School Can Educate for Mental Health  
Trends in Elementary Education  
Developing Salary Schedules for Teachers  
Developing a Core Program in the High School  
The Community College and its Functions  
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SCHOOL AND COMMUNITY  
Mo. State Teachers Ass'n.  
Columbia, Missouri

## Commission Recommendations

# OF INTEREST TO CLASSROOM TEACHERS

by DR. IRVIN F. COYLE

WHILE the education of children is the central consideration in the recommendations of the Citizens Commission, many of the recommendations will, if properly implemented, affect teachers. An attempt is made here to outline some of the recommendations which pertain to teachers in the classrooms of Missouri schools. More detailed information than is given below will be found in the Commission's report, particularly in chapter 5.

1. In order to encourage and make possible the securing of degrees on the part of all teachers, the Commission has proposed a plan whereby school districts would be guaranteed funds for teachers' salaries as follows:

a. \$3600 for teachers with one year of work beyond the Master's Degree

b. \$3300 for teachers with the Master's Degree

c. \$3000 for teachers with the Bachelor's Degree

d. \$2400 for teachers with 90 hours

e. \$2000 for teachers with 60 hours

f. \$1800 for teachers with 30 hours (to be discontinued in 1958)

It should be understood that these figures would not constitute either a state or local salary schedule, as salary schedules would be determined entirely by local boards of education. The figures, however, indicate the minimum amount of money which the school districts would have for teachers in the various training categories. The funds would be derived from state sources and from local taxes at the foundation program re-

quired tax rate, which for all districts collectively would average 80 cents. Since the tax rates in all of the high school districts and most of the rural districts now are above the rate which would be required under the foundation program, it can readily be observed that if districts continue tax rates comparable to present levies the districts will have funds for enriching the school program in many ways, including teachers' salaries.

2. The Commission has proposed a sick leave plan for teachers, which plan would provide nine days of sick leave per year, with the unused leave accumulative to 45 days. Under the Commission's recommendation the sick leave plan would become mandatory and would be more liberal than many of the voluntary plans now in operation.

3. A number of changes have been recommended in the public school retirement system. Most of the changes recommended by the Commission are essentially the same as the changes proposed by the Missouri State Teachers Association.

4. Single salary schedules have been advocated by the Commission, in so far as salary is determined by training and experience.

5. Another recommendation of the Commission calls for the elimination of the certification of teachers at the county level. County certification as provided in the present law constitutes an avenue by which inadequately trained teachers can enter and remain in the work of teaching. All of the other states have abandoned this type of certification.

6. A definition of a qualified teacher has been set up by the Commission, the definition having been taken from a suggestion made by the Missouri Commission on Teacher Education and Professional Standards. The value in having a definition of a qualified teacher is that we at least will have a goal toward which to work, whereas in the past it has been impossible to tell how many Missouri teachers were technically qualified and how many were not.

7. The Commission has suggested that as soon as it is feasible to do so Missouri should look toward a five-year program for the training of teachers. This recommendation is not being proposed in the form of legislation, but has been suggested as a goal for the future. A few states already have made this step.

8. It is observed in the several preceding items that the Commission has pointed the way toward upbuilding the teaching profession in the State of Missouri. This is an objective toward which career teachers have been working for many years.

9. The Commission has made several recommendations relative to the conditions under which teachers work. The Commission has stated that teachers should be selected upon the basis of merit and that school administrators and school boards should avoid arbitrary decisions in the initial employment and in the re-employment of teachers. It has been recommended that school administrators and school boards do everything possible to provide satisfactory working environments for teachers.



10. Observing in the visitation of schools and in questionnaire information gathered from schools that supervision frequently is lacking or is done poorly, the Commission has recommended that provision be made for giving greater supervisory assistance to classroom teachers.

11. The Commission has proposed that the teachers health examination law be revised so as to require health examination for each school employee at the beginning of each school year and that the examination should be thorough and meaningful.

12. It has been proposed by the Commission that Missouri cease to issue the unconditional type of life certificate. Under the Commission's proposal life certificates would be issued, but it would be specified on the certificates that they would become void if the holders remain out of teaching for five consecutive years. It would also be provided that the certificates thus voided could be reinstated with five hours of refresher work.

13. The Commission recommendations in reference to keeping school plant facilities up to date

should enable practically all teachers of the state to work in adequate school buildings. The value of this point can be well understood by those teachers who have found it necessary to work in outmoded school building these past years.

14. Through the encouragement of district reorganization more teachers should find it possible to work in school centers where social and professional relationships with several other teachers can be enjoyed, thus making the work of teaching more pleasant and stimulating.

## Mental Health Theme for

# April Meeting of Classroom Teachers



**PRESIDENT**  
Mrs. Buena Stolberg



**VICE-PRESIDENT**  
Amy Rose Shane



**SECRETARY**  
Katie Holly



**TREASURER**  
Dorothy Behrens

**M**ENTAL Health Education will be the theme of the annual spring meeting of the Department of Classroom Teachers April 24-25 at the University of Missouri in Columbia. Mrs. Buena Stolberg, president of the department, announced recently.

A noted expert in the field of mental health, Dr. Esther Middlewood, director of mental health education in the State Department of Education in Michigan, will be the keynote speaker for the meetings. Dr. Middlewood will deliver an address on "Mental Health, Its Effect Upon Good Classroom Teaching."

The department meeting will open at 6:30 p.m. April 24 with an executive board meeting at the Daniel Boone Hotel. General registration for the conference will be from 8:30 to 9:30 a.m. April 25 and the first general session will start at 9:30.

Besides the keynote address, the

first general session also will include a business meeting and a skit entitled "Professional Ethics," which will be directed by Almer Storey, Kansas City, chairman of the Ethics Committee. Dr. L. G. Townsend, dean of the University College of Education, will give the welcoming address at the first session.

Everett Keith, executive-secretary of MSTa, will discuss Association news at a noon luncheon at the new Student Union Building and the popular Hickman High-school verse speaking choir directed by Mrs. Helen Williams will present a series of selections.

At the afternoon session starting at 2:15, Dr. Middlewood will discuss her keynote address with teachers present. Also a psychodrama will be enacted under the direction of Dorothy Prince of the University Laboratory School.

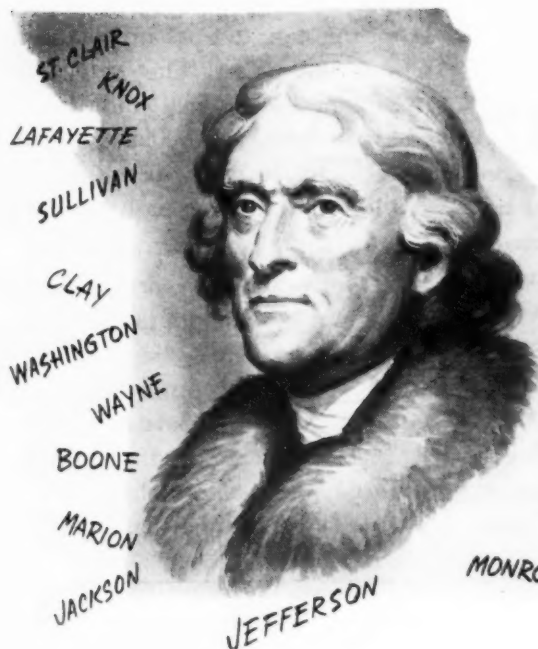
A reception at the Missouri State

Teachers Association Building will complete the conference.

### To Amend Constitution

The executive committee of the Department of Classroom Teachers has voted to submit an amendment to the April 25 meeting in Columbia to change the constitution of the Department so that wherever the word "district representatives" appears it will read "district directors." This is to make the state constitution of the Department conform with that of the national organization.

Luncheon reservations can be obtained for \$1.50 from Miss Meridith House, 212 Education Building, University of Missouri, Columbia. Deadline for reservations is April 23.



# Place Names in Our Public Schools

by Dr. ROBERT L. RAMSAY

The Map of Missouri and the  
Names on It is an Often  
Overlooked History Textbook

WE are all familiar with the patriotic edict passed by our State Legislature in 1947, which made the study of American history a required subject in all our Missouri schools. There is one textbook which some of our loyal teachers of history may have overlooked when they strive to arouse the interest of their pupils in the country's past. That is the map of Missouri, and the place names found upon it.

Within the confines of that map, every single chapter of our history is richly illustrated. As a matter of fact, if all other textbooks were lost entirely, we could recover most of our history merely by collecting the true stories that lie behind those familiar place names.

Names are like fossils which preserve and embody ages past and gone, if only we know how to interpret them aright. Young people are naturally curious about the names of places in their neighborhoods. They never cease to wonder why those names were chosen and from where they came. Is there any better way to make the dead past live again than to show them, as we so easily can, how closely and intimately many

of our present living place names are tied to the stirring events and the great men of older days.

## Revolutionary War Names

Take for instance the Revolutionary War. It is remarkable that Missouri, though it was not yet a part of the Union when the War of Independence was fought, has within its borders more than 200 place names deliberately chosen by our earliest citizens to remind us of the leaders in the struggle that made us a nation.

Our great commander-in-chief, George Washington, naturally leads all the rest, with more than 70 places in the State named for him. These include Washington County, the town of Washington, Washington University in St. Louis, 30 Washington Townships in as many counties, and 35 Washington Schools, besides Georgetown, which adopted his Christian name, and Mount Vernon, named for his home and place of burial.

Next in popularity among us is General Francis Marion, the "Swamp Fox." He has more than 20 name-children: Marion County, the towns of Marion and Marionville, a dozen or more Marion

Townships, and along with them the names of three of "Marion's men"—Sergeant William Jasper with Jasper County and seven other Jasper names, and Sergeants Newton and McDonald with a county each.

Next come General ("Mad") Anthony Wayne, commemorated by Wayne County, Waynesville and Wayne City, and General Joseph Warren, remembered in Warren County, Warren, and Warrenton. Ten other generals who served under Washington have counties dedicated to them: Knox County to General Henry Knox, Mercer County to General Hugh Mercer, Putnam County to General Israel Putnam, Sullivan County to General James Sullivan, Schuyler County to General Philip Schuyler, St. Clair County to General Arthur St. Clair, Greene County to General Nathaniel Greene, Morgan County to General Daniel Morgan, Montgomery County to General Richard Montgomery, and Lincoln County to General Benjamin Lincoln.

Our gratitude is likewise shown to three brave foreigners who came over to help us: Count Casimir Pulaski of Poland in Pulaski County, Baron Johann De Kalb

of Germany in De Kalb County, and the beloved Marquis de Lafayette of France in Lafayette County and the town of Fayette.

Probably there is not a single child born in Missouri that does not live in or near one of these landmarks of the War of Independence. Surely those names ought to be made to ring in their ears, as they did in the ears of our ancestors, like trumpet notes of freedom.

Later chapters of our fighting history are likewise vividly recalled by our place names. The Missouri boy or girl who learns the thrilling stories of that rugged old pathfinder Daniel Boone, name-father of Boone County, and of our virile leaders in the War of 1812 and our Indian Wars who became name-fathers of Caldwell, Callaway, Cole, Dade, Daviess, Gentry, Pike, Ripley and Vernon Counties, or those of Doniphan and Worth, Taylor, Fremont, and Stockton in the Mexican War, or of Grant and Lee in the Civil War and Pershing in World War One, will give an indelible picture of all the heroic struggles that have marked our national progress.

Especially notable are the naval names on our map. The number of these naval names in Missouri is truly astonishing for such an inland state. Captain Stephen Decatur, whose name was adopted for a time by the county now known as Ozark, as well as the towns of Decatur and Decaturville; Captain James Lawrence in Lawrence County, with his flagship the Chesapeake as its county seat; and Captain Oliver Hazard Perry in Perry County and Perryville, are our favorite naval name-fathers. According to a letter recently received from the Naval Academy in Annapolis, which is conducting a survey of all such names adopted in the United States, Missouri leads all the other states of the Union in paying tribute in this way to our heroes of the sea.

Nor have our civil and political leaders been forgotten. Eleven of

our counties are named for Presidents, beginning with Washington who as we have seen stands foremost with his 70 Missouri name-children. Next to him comes Jefferson with 40, including Jefferson County, our state capital Jefferson City, Monticello and Hillsboro for his Virginia home, and many others. As the man who added Missouri to the Union by his Louisiana Purchase of 1804, Jefferson always will be regarded as our own particular President.

Close behind him, however, in popular esteem stands rugged Andrew Jackson, with at least 35 namesakes. He can claim two counties, Jackson and Hickory, and perhaps a third, Andrew County (though that claim is disputed), as well as Jacksonville and Hermitage, named for his home in Nashville.

Other Presidents honored by county names are Madison, Monroe, Van Buren (later changed to Cass), Polk, and Buchanan. Two counties are named for vice-presidents: Johnson and Dallas. No fewer than seven others adopted the names of defeated candidates for our two highest offices. These seven are the counties of Clinton, Crawford, Cass, Clay, Butler, Webster, and Douglas. We can call the roll of every one of our presidents somewhere on the state map, down to and including Woodrow Wilson.

Space is lacking to enumerate our 60 names from State history, or the galaxy of well over 100 beautiful place names inherited from the French and Spanish periods of our history, with about as many that descend from the still older Indian period. There are 600 at least of these historical names on our map. It is certainly a wonderful textbook that our historically minded ancestors have bequeathed to us.

#### Names from Other Sources

Of course many of our names have other than historical sources. There are nearly 400 borrowed names, taken over from other states to the east and west and

from nearly every other land under heaven, which might be usefully employed in teaching our children world geography. Then there are more than 300 personal names, for local leaders, landowners and pioneers; nearly 200 topographical names of location and description, flora and fauna, soil and mineral wealth; and almost 300 that may be called cultural names, commemorating our ideals, our religious and literary interests, and our distinctive Missouri sense of humor.

Anyone who is interested in the details of dates and origins will find nearly 2,000 selected names from all of these classes elucidated in a handbook that has just been issued by the University of Missouri under the title "Our Storehouse of Missouri Place Names" (obtainable for 65 cents by writing to the University Book Store at Columbia).

A cursory survey should be enough to convince the reader that our state has reason to be proud of her nomenclature. If the Bible is right when it tells us that "A good name is rather to be chosen than great riches," and again that "A good name is better than precious ointment," then we may confidently affirm that Missouri is one of the wealthiest and most fragrant of commonwealths.

#### 2 BOND ISSUES VOTED IN KANSAS CITY AREA

Two school districts in Greater Kansas City have approved large bond issues for school construction.

North Kansas City residents approved a 1¼ million dollar issue to be used mostly for construction of 10-classroom schools in the Greenwood, Golden Oaks and Munger neighborhoods. Additions also are planned for two other elementary schools, and four school sites will be purchased for future use.

H. W. Schooling, North Kansas City superintendent, said the vote was the heaviest cast in his district in a school bond election. The bond issue passed, 1,574 to 41.

In the Boone district of Jackson County, voters approved a \$275,000 issue by a vote of 219 to 1. Supt. Earle Neale said the money will be used to construct a 12-room addition to the Boone school which would accommodate 350 pupils.



### Leadership Conference

The third state-wide leadership conference for community associations, sponsored by the Missouri State Teachers Association and the National Education Association, will be held at the Bunker Hill Ranch Resort, the week of August 10-14, 1953.

Letters have gone to the presidents and secretaries of community associations inviting them to proceed with the selection of delegates. Each community association is entitled to one delegate. Meals and lodging for delegates will be provided.

The new Assembly and Recreation Hall is expected to be completed by May 1, and will add much to the success of the conference.

Many community associations are becoming more active and effective. Results of past leadership conferences continue to be evident in many places.

### Teacher Situation

Last year we pointed out that the shortage of qualified teachers was becoming more serious than anytime during World War II. It is here. Make no mistake about it.

The scramble is already on. A personnel man tells me that when he visited a well known teacher education institution in another state on March 1, more people were there looking for elementary teachers than the number completing preparation. One school in our state started school with eighty-eight vacancies, has employed forty teachers during the year and now has ninety vacancies. One of our good school systems that did not close a single industrial education class during the last war, believes it may be necessary next year.

What is the reason for such a tragic situation, national in scope? The answer has been available in specific terms for quite some time in the booklet "Why They Teach and Quit." Copies are still available on request.

The Policy and Plans Committee and the Teacher Education Committee, at its joint meeting on March 14, launched a program that

it hopes will identify in the minds of teachers and laymen alike the essentials of a profession of teaching and enhance the desire on the part of the citizens of the state to secure teachers for all our classrooms embodying these essentials.

The group is interested, too, in the encouraging of desirable young people to enter teaching. It hopes to attain the established goal of having an FTA Chapter in every institution preparing teachers. Real progress has been made in this respect. It is a part of the over-all program to stimulate the organization of FTA Clubs in high schools where less emphasis has been placed heretofore.

### Sketches

A new and significant publication is "The Teacher and Professional Organizations." It is a series of units on teachers' professional organizations for use in preservice teacher-education courses. It should be of interest to all teachers and especially to teacher education institutions. The price is \$1.00 per copy with discount for quantity orders. Copies may be secured from the Association or the NEA.

A "must" for anyone having anything to do with school public relations is the handbook, "Print It Right." The price is \$1.00 per copy with discounts for quantity orders. Copies may be secured from the National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

It is a pleasure to have many departments meet in Columbia during the spring months and pay a visit to the Teachers Building.

It is often difficult to keep information in the magazine with respect to legislation current enough to be most helpful. The special legislative bulletin is mailed anyone on request. Prospects look bright for significant improvement of the State Retirement System. Finance is an all important item and the school appropriation bill has been introduced. The Citizens Commission bills are in and copies are available on request. For further information see P. 18.

# Items of Interest

**Marshall Jackson**, superintendent of St. Clair public schools has revealed that 16 of the faculty of 28 were new to the system this year.

**Lorene Kramme**, of St. Clair, was recently employed to teach commerce in the St. Clair highschool.

**Doris Arnold**, commercial teacher, Shelbyville highschool, was married December 29 to Mr. Milton H. Spilker, of La Grange.

**S. Clay Coy**, superintendent Mexico Public Schools for the past 3 years, has submitted his resignation to take effect at the close of this school year. Mr. Coy, upon returning to the board of education his contract for next year, did not reveal his plans for a new position.

**Mrs. Alice Milburn** is the new teacher of English and dramatics in the Noel highschool. Mrs. Milburn taught at Gravett, Ark., last year.

**Forest Thompson**, of Cameron, has been elected by the St. Clair board of education as art teacher.

**Mrs. Lois Williams**, a recent graduate of the University of Missouri, has been employed as fourth grade teacher in the Ashland school system to replace Mrs. Wanda Meiderhoff. Mrs. Meiderhoff resigned in order that she might move to Mississippi where her husband has been employed.

**Larry Dunham**, who has been attending the University of Missouri, was employed at the beginning of this semester as English instructor in the St. Clair highschool.

**Mrs. Janet Doherty Black**, social studies and girls' physical education director in the Doniphan highschool, resigned last month to join her husband.

band, First Lt. Charles K. Black, who is stationed in Japan.

**Mrs. Doris Price**, of Doniphan, has been named by the board of education to succeed to the position vacated by Mrs. Black. Mrs. Price is a former physical education director for girls in the Poplar Bluff and Doniphan schools.

**Zelma Key**, principal of the Shelbyville grade school, was united in marriage on December 30 to Mr. Roy Chinn, of near Shelbyville.

**Mrs. Marguerite Lehmann Townsend** of Onalaska, Wis., has been appointed to the position of speech correctionist at Central Missouri State College. She succeeds Dr. Mary Karraker who resigned early in January.

**Mrs. Dorothy Hicks**, a teacher in the Gravett, Ark., school system last year, is now employed as instructor in commerce in the Noel school system.

**Dr. George M. DeWoody**, superintendent of the Eminence school system, has been named to head the Ellington school system. Dr. DeWoody, who will succeed Supt. Kenneth Ogle, will begin his service July 1.

**Floyd A. Townsend**, a graduate student at the University of Missouri, has been appointed superintendent of the Bronaugh Reorganized District starting July 1. He succeeds Mr. R. E. Hicks who resigned. Mr. Hicks, who has been superintendent of the system for several years, plans to enter the University of Missouri at the beginning of the summer session to complete work for a doctors degree.

Mr. Townsend formerly taught at Sweet Springs, Mo., where he was principal of the highschool.

**Marshall Miller**, principal Independence Junior Highschool and school savings chairman for the district, has reported the children of this district invested \$13,743.77 in school stamps and bonds from Jan. 1, 1952, to Jan. 1, 1953.

**George W. Diemer**, president of Central Missouri State College since 1937, was awarded a honorary doctorate, the Doctor of Laws degree, by Culver-Stockton College last January 28.

**Ferdinand Del Pizzo**, principal of Maplewood-Richmond Heights senior highschool, reports that the newly formed Student Council there is sponsoring the sale of Defense Stamps and Bonds through the School Savings Program for the second year of highschool participation in this activity.

**Byron W. Hansford**, superintendent of the Higginsville schools, recently was re-employed in this position for the 1953-54 school year by the Higginsville school board.

**Jessee E. Walters**, superintendent of Dixon public schools, has announced that the highschool of this system will participate in the school savings defense stamps plan during the second semester of this year.

**Lynn Twitty**, formerly superintendent of the Sikeston public schools and now a Lt. Colonel in the U. S. Marine Corps stationed at the U. S. Naval Air Station, Glenview, Ill., reports that he expects to be back on the job in Missouri beginning next school term. Col. Twitty served in the last world war and was recalled to duty to help in the section of G-2. This section plans and supervises the training of intelligence personnel. The job takes Col. Twitty to 67 units scattered over the United



Patrons and pupils alike admire the modernistic lobby of the new Eastwood Hills Elementary School in Raytown. Supt. Joe Herndon stands behind the lobby counter over which much of the school's business is transacted.



The teachers' room of the Eastwood Hills Elementary School is a model of comfort and convenience. Soft pastel-colored walls, bright asphalt-tiled floors, and acoustical ceiling add to the beauty of the room. Silent closing spring mechanisms are installed in the big solid oak slab doors.

States and occasionally to countries outside this nation.

**Anna M. Pickering**, principal, Jefferson Park elementary school of Clinton, tells us that Stamp Day is every Tuesday in that school. Through Jan. 31 the pupils have bought 1428 ten-cent Savings Stamps and 20 twenty-five cent stamps.

**Vada Branstetter**, vocational home economics teacher in the Festus high-school, has been named president of the Missouri Vocational Association for the term 1952-53.

**Gladys Green**, elementary principal and School Savings Chairman, tells us that the Poplar Bluff public schools are again sponsoring the Treasury's School Savings Program.

**Orie A. Cheatham**, treasurer of the Joplin Teachers Association, has reported that the entire faculty of the Joplin school system has enrolled 100 per cent in the MSTA for this year. Joplin has had the fine record of being 100 per cent for many years.

**Earl L. Gray**, superintendent, has appointed Max McCullough as chairman of the School Savings Program in the Brookfield schools. The savings program is being reinstalled in the Brookfield public schools.

**Marlin A. Field** recently resigned his position as teacher of social studies and English in the Downing highschool to accept a position with the Iowa State Employment Service in Shenandoah, Ia.

**Elwood L. Courtright**, of Memphis, was employed by the Downing board of education to succeed Mr. Field as social studies and English teacher in the Downing highschool.

**Marion S. Schott**, principal of the College Laboratory School of the Central Missouri State College at Warrensburg, has appointed Pearl Bradshaw, supervisor of the school, as School Savings sponsor there. This is the second year that the Laboratory School has participated in the School Savings Program.

**Mamie Reed**, elementary school principal at Ladue, was elected president of the National Association of Elementary School Principals at its meeting held in February at Atlantic City. Miss Reed is a past president of the Department of Elementary School Principals of the Missouri State Teachers Association and has long been active in educational work in this field.

**Kenneth B. Cheek**, elementary principal of Rolla Public Schools, states that the School Savings Program is actively engaged in by Rolla students. Through January, Rolla students have made an investment of \$1,163.02 in Defense Savings Stamps and Bonds through the program.

**Dorothy Osborne**, principal Blair elementary school, St. Joseph, attended the annual meeting of the Dept. of Elementary School Principals held recently in Atlantic City, N. J. She

served as consultant for a discussion group "Providing Adequate Guidance for the Elementary School Pupil." Miss Osborne is the Missouri representative to the national department.

**H. Byron Masterson**, superintendent of Kennett Public Schools, has prepared and submitted to the Board of Education in Kennett an attractive 119 page annual report.

The report for the 1951-52 school year is the seventh annual book prepared for the board by Masterson. It includes an approved budget and educational program for 1952-53. **Joseph L. Parks**, Kennett Highschool science teacher, provided the pictures for the illustrated report.

**Hollis Dahlor**, director of vocational education, Kansas City, will teach a class in development of instructional materials in industrial education in the University of Arkansas during the summer session.

**A. E. Gott**, superintendent Christian County schools, reports a successful school bus drivers workshop held recently at Ozark. W. J. Willett, State Dept. of Education, and Lowell Wade, of the Missouri State Highway Patrol, assisted in the workshop along with county representatives W. L. Boyd and L. S. Flood.

**Z. F. Pfost**, chairman history department, senior highschool, Maryville, has again had the honor of having one of his students, Carolyn Curfman, win the Good Citizen award in the state DAR contest. This is the second consecutive year that Mr. Pfost has had a student win this award. On five other occasions he has had students place high in the final ratings.

**Sadie Jane Woods**, teacher of modern languages in the Webster Groves highschool, was granted a leave of absence for the month of January to travel in Mexico and the southwestern part of the United States.

**Norman R. Loats**, of the University of Denver, Denver, Colo., has been employed as principal of the River-view Gardens highschool. Mr. Loats, who hopes to receive his doctor's degree this coming summer, began his duties March 6.

**Thomas Edwin Parks**, librarian at the Illinois State Library, Springfield, Ill., has been appointed by the board of regents to the library staff of Southeast State College, Cape Girardeau.

**Shirley Walter Gaddis**, chemistry teacher at Westminster College, Fulton, will join Southeast State College's science department next fall.

**Mary Howard Hix**, of the art department at Southeast State College, has been granted a summer's leave of absence to study in Europe.

**Jessie Jordan** has organized and introduced a special education class in the Leadwood public schools. Mr. Richard Dabney, State Department of Education, and Mr. D. H. Haldaman, elementary school principal, have been helpful in starting this program, according to Superintendent D. Norman Powell.

**Herold C. Hunt** resigned recently from his position as general superintendent of schools in Chicago. Dr. Hunt, formerly superintendent of the Kansas City public schools, will begin his duties Sept. 1 in the Charles W. Eliot professorship at Harvard University.



Glen Swisher, left, manager of Bunker Hill Ranch Resort, and Dr. H. H. London, chairman of the resort committee, inspect the forms of the foundation for the new Assembly and Recreational Hall for Bunker Hill Ranch Resort which is expected to be completed in time for the opening of this season. Donations to be used to pay for the construction continue to come in, but more are needed. The Kirksville District Association has announced a contribution of \$250 and the St. Louis County District \$750 to be used for the building.



## APPROVE BOND ISSUE

Sikeston voters overwhelmingly approved a \$370,000 school bond issue Feb. 17, 867 to 45. The money will be used in a 5-year program which includes immediate addition of 18 rooms to present Sikeston school buildings and a later construction of a new 12-room school.

## VOTE \$690,000 ISSUE

A \$690,000 bond issue was approved by voters of the Clayton school district Feb. 6. The money will be used to finance five improvements in the district: An addition to McMorrow School, a kindergarten at Glenridge School, a cafeteria at Maryland School, a small neighborhood school, and conversion of a building into highschool administration offices.

## ENDORSE BOND ISSUE

Voters in two St. Louis County school districts Feb. 17 approved bond issues totaling nearly two million dollars to aid in the relief of crowded school conditions.

A \$1,800,000 bond issue was approved in the Ritenour district by a 2,452 to 75 vote, and in Mason Ridge, a \$120,000 bond issue was endorsed 457 to 71.

## BOND ISSUE OKAYED

A \$500,000 bond issue for school improvements was approved Feb. 24 by the voters of Nevada, Mo. The vote for the issue was 1,699 to 438. A levy of 75 cents per \$100 valuation for a school operating fund also was continued for four years by a vote of 1,581 to 516.

## AMENDMENT 2 HELPED

Financial statistics compiled by the Brentwood Board of Education show that passage of Amendment No. 2 and an increase of assessed valuation in the district are primarily responsible for enabling Brentwood to meet pupil needs through a \$1,000,000 bond issue Jan. 27.

Until this year the Brentwood district has been bonded to the legal limit in order to meet past needs caused by sudden and heavy enrollment increases.

## OFFERS SUGGESTIONS ON CONSTRUCTION ECONOMY

The American Association of School Administrators has produced a pamphlet which will be of interest to administrators and boards of education in districts planning new school construction.

This pamphlet, "Cutting Costs in School-House Construction," gives many valuable suggestions on how to get the fullest possible value in school plant facilities for each school building dollar expended.

Copies of the 20-page publication are available through the American Association of School Administrators, 1201

Sixteenth St., N. W., Washington 6, D. C. Price, 25 cents.

## FEDERAL ALLOCATIONS

Three Missouri school districts will receive federal allocations for school construction because they are in areas where enrollments have been increased by defense activities, the Federal Security Agency announced recently.

They are: Maryland Heights schools, St. Louis County, \$12,790; Kirkwood school district R-7, St. Louis County, \$266,380; Neosho school district No. 57, Newton County, \$66,838.

## NEW TEACHERS AT CRANE

New teachers in the Crane school system this year are: Clyde Collins, highschool principal; Mrs. Neva Pemberton, commerce; Mrs. E. D. McTaggart, vocational home economics; Wayne Gentry, math, science, American problems and geography; Dennis Howard Burton, music; Mrs. Eva McCormick, fifth grade; Margaret Hulse, grade school music.

## BILL WOULD LOWER FILM MAILING COST

Mailing costs on educational films will be reduced by approximately two-thirds if a bill sponsored by Rep. Katherine St. George of New York is adopted by Congress this year.

The bill calls for amendment to the present postal rate law applying to books so that it will include 16mm films when they are mailed to all users except commercial theatres.

The proposed legislation was recommended by national educational organizations including the Department of Audio-Visual Instruction of the NEA.

## SCHOOL MASTERS ELECT OFFICERS

Northeast Schoolmasters south of Highway 36 elected officers at a meeting held in Paris, Feb. 23. The new officers are: President, Walter Evans, superintendent, Fulton; Vice-president, Mac Coverdell, superintendent, Bowling Green; and Secretary-treasurer, Russell Allen, superintendent, Huntsville.

Mr. S. Clay Coy, Supt., Mexico, is the retiring president of the organization.

## CASSVILLE TEACHERS APPROVE \$10 DUES

The Cassville Teachers Association approved at their January meeting a \$10 annual fee for members. The fee will include the \$4 dues for the MSTA, \$5 dues for the NEA, and \$1 dues for the local organization.

This plan will insure 100 per cent membership in the three teachers groups for the members of the Cassville Community Teachers Association.

Mrs. Lucille Johnston is president of the Cassville teachers' group. Other officers are: Vice-president, Miss Colleen Gray, and secretary, Mrs. Bonnie High.

## HOLLAND HOST TO COUNTY FESTIVAL

Nearly 400 students from 10 Pemiscot County Highschools will participate in the annual county music festival April 9-10 at Holland, Mo.

On April 9 a choral program will be presented and April 10 instrumental selections will be played. Each evening's program will be concluded by mass selections under the direction of a guest conductor, according to Leemon N. Kinder, Holland superintendent.



Crane's remodeled home economics room with the freshman class and instructor, Mrs. E. D. McTaggart. The three unit kitchen was completed at a cost of \$1500.

## TO EXHIBIT BOOKS

The Missouri Textbook Men's Association will give seven book exhibits in June and July.

The Schedule for the exhibits:

June 9-11 — Cape Girardeau  
June 16-18 — Springfield  
June 22-23 — Maryville  
June 25-26 — Kirksville  
June 30-July 2 — Warrensburg  
July 6-10 — University of Missouri  
Education Building  
July 14-15 — St. Louis University

Here is an opportunity for teachers and administrators to catch up on the many new materials that have been streaming from the printing presses.

## MATHEMATICS TEACHERS MEET APRIL 24

The Missouri Section of the Mathematical Association of America will hold its annual meeting April 24 at William Jewell College in Liberty.

Dr. Carroll V. Newsom, associate commissioner of higher education of the State Department of Education of New York, will be principal speaker at the meeting which will emphasize teacher education in mathematics.

Dr. Newsom's participation was made possible through assistance of the Program for the Improvement of Instruction in Missouri Colleges and Universities of the Carnegie Foundation for the Advancement of Teaching.

## GUIDANCE CONFERENCE SET FOR APRIL 29 IN ST. LOUIS

Tentative plans have been completed to hold a St. Louis County guidance conference on "The Use of Human Relations Techniques" from 3:45 to 9 p.m. April 29 at Harris Teachers College in St. Louis.

The Intergroup Education Association and the St. Louis County Guidance Association will co-sponsor the event. Workshops and demonstrations are planned on guidance techniques such as sociogram, sociodrama, open questions, and autobiography.

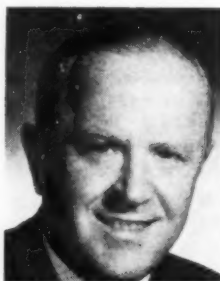
## BUSINESS EDUCATORS TO MEET

The final meeting of the St. Louis Area Business Educators Association will be held at 9:30 a.m., April 25, at the Audio-Visual Building, 1517 South Theresa Avenue, St. Louis. Miss Vera B. Meyer, president, has announced that a number of speakers representing National Office Management Association, will discuss "Successful Office Practices."

Officers for the year 1952-53 are: President, Vera B. Meyer, Hadley Technical Highschool; vice-president, Brother James McCaffrey, S. M., Chaminade College; secretary, Eleanor Summers, Wellston Highschool; and treasurer, George L. Smith, Curtis School.

Election of officers for the ensuing year will be held April 25.

## HICKEY ELECTED TO AASA OFFICE



Philip J. Hickey

Philip J. Hickey, superintendent of instruction, St. Louis, has been elected vice-president of the American Association of School Administrators by a recent poll of the membership. Mr. Hickey, who is chairman of the legislative committee of the MSTA and first vice-president of the MSTA, began his duties March 15.

Jordan L. Larson, superintendent of schools of Mt. Vernon, New York, was named president-elect of the AASA.

## TEACHERS RE-ELECTED

The Grundy R-7 School at Laredo has re-elected the following teachers and administrators for the coming school year: Superintendent, Lloyd Marshall; principal, coach and English, Calvin Deck; junior high-school principal, science and social studies, Willard Meeks; commerce, Keith Morlan; home economics, Mrs. Betty McGeehon.

Fifth and sixth grades, Mrs. Mildred Rensch; third and fourth grades, Mrs. Fay Marshall; and first and second grades, Mrs. Maxine Hacker.

## IRENE O'BRIEN INJURED IN ACCIDENT

Irene O'Brien, rural school supervisor for northwest Missouri from August, 1928, to January, 1935, was seriously injured in an automobile accident before Christmas.

Miss O'Brien had both arms and legs and a jaw broken in the accident according to Mr. Cecil Jenkins, State Department of Education. She is now in the St. Joseph Hospital in Albuquerque, New Mexico, and would be glad to hear from her many Missouri friends.

## ST. CHARLES GRANTS COST-OF-LIVING RAISE

A \$9.81 monthly cost-of-living increase was voted recently for all teachers in the St. Charles School District who hold teaching certificates. Some maintenance employees also qualified for the automatic increase.

The salary hike was based on a contract clause which requires a mid-year revaluation of teacher pay under the nation price index system.

The St. Charles Board of Education said the \$9.81 raise is in addition to an \$11.44 per month increase which was granted last year under the price index clause of the contract.

## BRENTWOOD SCHOOLS BEGIN EXPANSION

A \$1,000,000 bond issue was passed recently by the voters of the Brentwood School District. The special election was made necessary due to the rapid growth in Brentwood and expanded school enrollments. It was necessary for the Board of Education to partially use the additional assessed valuation made possible by the recent passage of Amendment No. 2.

Projects anticipated, according to Supt. B. George Saltzman, include a new highschool gymnasium; a north wing to the existing highschool building; reconstruction and lighting of the football field; and erection of a new 14-room elementary school building. Construction work will begin in April and be completed by September, 1954.

## TEACHERS COLLEGE PLANS READING CLINIC

Northeast Missouri State Teachers College, will hold its Annual Reading Conference July 13-17 in Kirksville. Sessions will run from 3 to 6 p.m. daily. Graduate or undergraduate credit may be earned, or those who wish may attend as a hearer.

The visiting specialists in reading and education who will present lectures on crucial problems in the teaching of reading are: Dr. A. Sterl Artley, University of Missouri; George Hohl, City Public Schools, Des Moines; Dr. Douglas F. Parry, Drake University, Des Moines; Dr. Elizabeth A. Simpson, Illinois Institute of Technology, Chicago; Dr. Henry P. Smith, University of Kansas.

For information, write Dr. Ralph W. House, Director of Reading Conference, Northeast Missouri State College, Kirksville.

## COLUMBIA SUPERINTENDENT ISSUES REPORT TO PTA

A school bulletin for members of the Columbia, Mo., PTA Council members is now being issued monthly by Dr. Neil C. Aslin, superintendent of Columbia schools.

The purpose of the bulletin is to help members of the council understand school problems and projects. It is the first publication of its kind published in Columbia.

The first bulletin issued in January reported on a speech made by Dr. A. S. Artley, professor of education at the University of Missouri, at the January meeting of the Columbia PTA. It also explained the continuing teacher plan whereby one teacher would remain with the same group of students for two or three years.

Other subjects covered in the first bulletin were: Teacher fellowships, playground conditions, elementary school workshops in reading and music, and teacher retirement.

Aslin suggested that PTA members discuss these subjects at their individual meetings.

## CAPE SCHOOLS FEATURED IN ACHIEVEMENT ISSUE

Cape Girardeau schools were featured Jan. 31 in a three-page spread in the 42-page Achievement Edition of The Southeast Missourian.

Three Southeast Missouri school administrators wrote articles for the edition on the progress of education in and around Cape Girardeau. L. J. Schultz, superintendent of Cape Girardeau Schools, wrote of the progress made possible in city schools by a new highschool.

H. Byron Masterson, superintendent of schools at Kennett, explained the work of the Missouri Citizens Commission, and Dr. Forrest H. Rose, dean of Southwest Missouri State College, wrote of future enrollment gains expected in Southwest Missouri State.

## MU TO SPONSOR IRION MEMORIAL GRANT

The faculty of the University of Missouri College of Education will sponsor establishment of an award in memory of Dr. Theo. W. H. Irion, former dean of the College of Education who died Dec. 25.

Loran G. Townsend, dean of the College of Education, said the award will be granted annually to a student in the senior class in the College of Education or to a graduate student in education. Recipients will be selected by the faculty on the basis of scholarship, leadership and probable service in education.

The new award will be drawn from the income from the principal. Contributions for the Irion Memorial Fund may be sent to the Dean of the College of Education at the University.

## F. E. WOLVERTON EDITS POETRY ANTHOLOGY

"Recommended Poems for Missouri Elementary Grades," an anthology edited by Forrest E. Wolverton, director of information and publications in the State Department of Education, has recently been published by the Burton Publishing Company in Kansas City.

Wolverton's book has been compiled and edited to fit the requirements for teaching of literature in the Missouri elementary state courses of study. Poems are grouped for the eight different grade levels with a special section devoted to 14 selections dealing with "Missouri and Its Relation to the United States and the World."

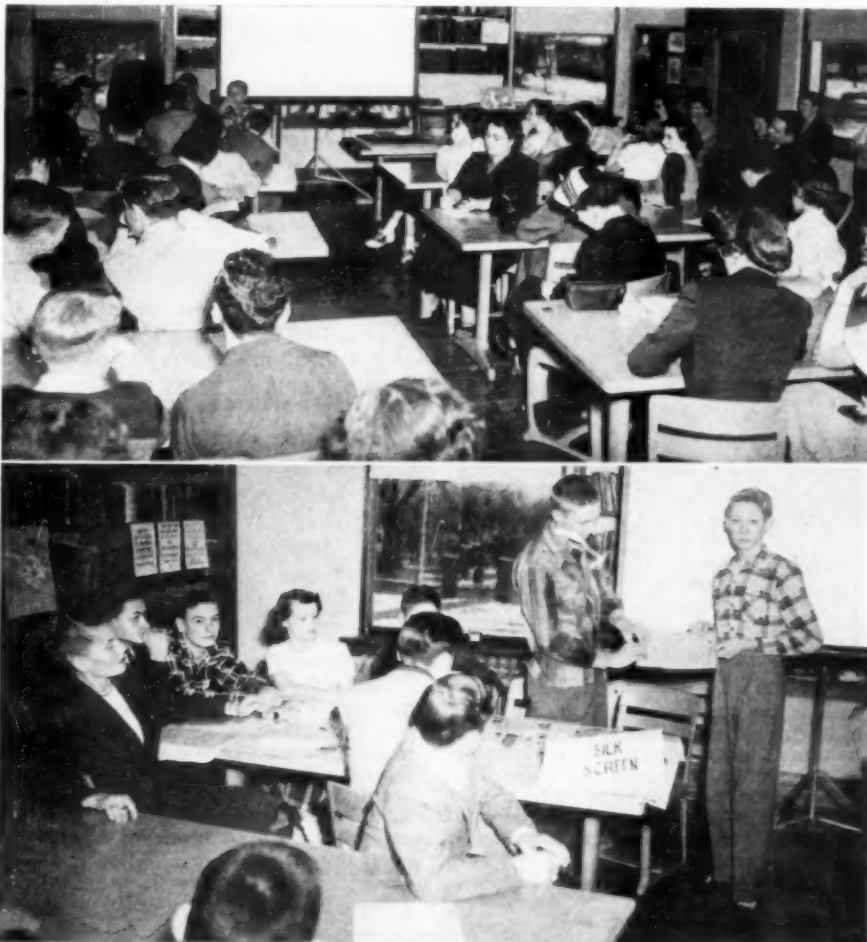
All poems which will be found in the revised elementary course of study to be issued in 1954 are included in the book.

Dedication of the volume is to the late Dean Vest C. Meyers of Southeast Missouri State College, and a brief introduction to the book was contributed by W. W. Parker, president of Southeast Missouri State College.

Wolverton addresses two introductory chapters of the 574-page volume especially to teachers. In the first he stresses the value of having children read and memorize poems which they

may not as yet fully understand but which may later be a rich storehouse of beauty and meaning. In the second chapter he takes up techniques of teaching poetry.

## Art Experiences Are Educative



Above, some 75 teachers, students and administrators gathered in the Cameron Senior Highschool library to hear, see and talk about art at the Northeast Missouri Fine Arts Meeting. Fourteen schools were represented. Below, Mrs. Ellen Martin, art instructor of the Excelsior Springs Highschool, looks on as her students show the silk screening method.

"How to make Art Experiences Educative" was the theme of the Northwest Missouri Regional Fine Arts meeting Jan. 23 at Cameron, when 75 students, teachers, administrators and townspeople met to share art as a creative medium.

Representatives from 14 schools present brought exhibit materials which were displayed and demonstrated. This permitted the student to show his ability in art and to gain poise as he talked to the group explaining each procedure involved.

William R. McCloskey, representative of Hallmark greeting cards, Kansas City, explained how public school art serves as a stepping stone to more

important positions in art. McCloskey explained the many fields that are open in card making alone.

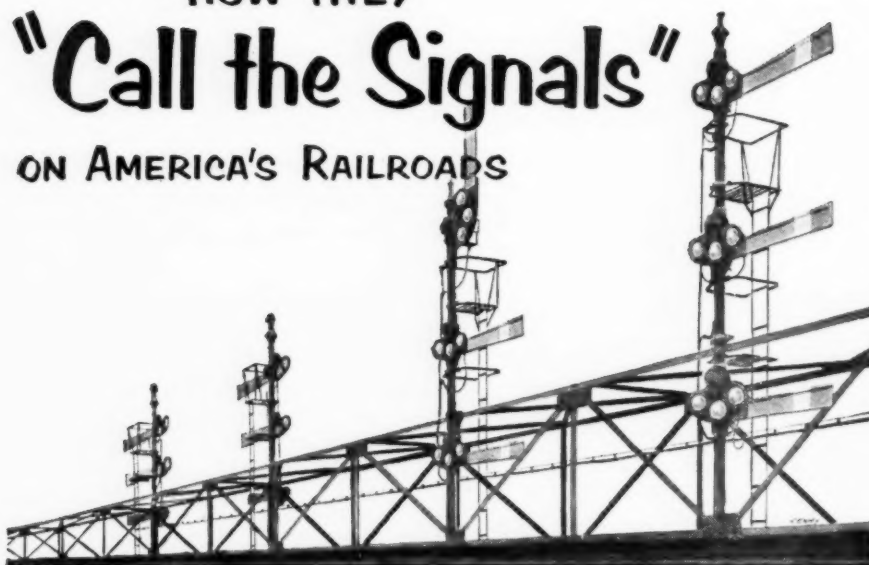
Dr. J. B. Smith, dean of the Kansas City Art Institute, used the movie, "Education of an Artist" and many examples of art work to explain why students of art must be treated as individuals.

Miss Olive S. Deluce, chairman of the Fine Arts Department, Northwest Missouri State College, emphasized the importance of art and its place in everyday lives.

This meeting permitted students to share experiences with others and to feel that their place is an important one in a well-integrated art program. —James W. Hill, Cameron.



# HOW THEY "Call the Signals" ON AMERICA'S RAILROADS



Railroad signals have come a long way from the time when a colored ball hoisted to the top of a pole signaled that the track ahead was clear. Today, trains run more than 2,000,000 miles every day on American railroads, under the world's most complete, most effective and safest system of traffic control.



Basic in this traffic control is the automatic block signal system by means of which a train in a "block" or section of track reports its presence to all approaching trains. This is done automatically through electrical operation of signals which tells the engineers of other trains whether to stop, to proceed with caution, or to go ahead.

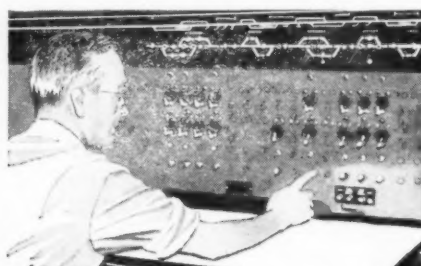


The way trains are directed through great terminals is another modern marvel. Lights on a map tell the operator the position of every train. Through his control board he lines up signals and switches which are so "interlocked" as to make it impossible to set up conflicting routes as trains are guided automatically through the maze of terminal tracks.

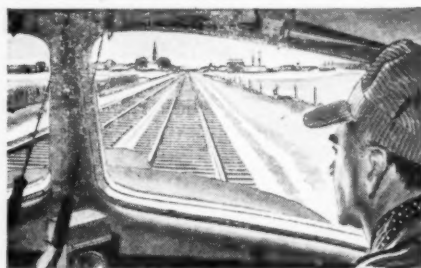
The great improvements in "calling the signals" on America's railroads are typical of the progress from research which benefits not just the railroads, themselves, but all of us in a nation whose production rolls on rails of steel.

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You'll enjoy **THE RAILROAD HOUR** every Monday evening on NBC.

## Students Demonstrate Science Skills



Eddie Webb, of Sikeston Highschool, demonstrates a modified Wheatstone Bridge circuit at a meeting of high-school science instructors and students at Illmo-Fornfelt Highschool in Illmo. Six Southeast Missouri Schools were represented at the meeting.

Science students and instructors from six Southeast Missouri high-schools met Jan. 31 at the Illmo-Fornfelt Highschool in Illmo for a demonstration and discussion session.

Students conducted experiments in physics, chemistry and biology. Science instructors attending the mid-winter meeting were: William W. Wilkinson, Sikeston Highschool; Ed Blumenberg and Luther Hahs, Cape Girardeau Central; Harold Hager, Ray Burneson and John D. Mills, Southeast Missouri State College Highschool; Stanley J. Conner, Popular Bluff Highschool; Charles A. Goddard, Chaffee Highschool; David B. Thomas, Marquand Highschool; and John R. Wilhite, Jr., Illmo-Fornfelt Highschool.

Also present at the demonstrations were Dr. Robert J. Smith and Dr. Homer R. Bolen of Southeast Missouri State College.

## BOONVILLE SCHOOLS PLAN HOT LUNCH PROGRAM

The Boonville District is completing plans for an addition to Central Elementary School which will be used to prepare hot lunches for pupils of all Boonville public schools and the Catholic school, should the parish desire to participate in the program.

The addition would include a kitchen, storeroom and scullery. A cafeteria also is included in the plans which could serve 200 pupils at Central at one time. Food to other schools would be transported in electrically heated trucks. About \$50,000 will be needed for the addition.

## DEATHS

### RAYMOND BLAIR

Raymond Blair, 62, mathematics and science teacher at Madison High-school, died Feb. 24 of a heart attack. Mr. Blair had attended a basketball game the night before and taught school the day he died. He is survived by Mrs. Blair and two children, ages 12 and 14.

### MRS. LENORE ANNA STARKEBAUM

Mrs. Lenore Anna Starkebaum, 23, former teacher at the Locust Grove School near Lexington, died Jan. 26 at a Carrollton hospital.

Mrs. Starkebaum, the former Miss Kloster, was born in Waverly. She was a teacher in the Long Grove School No. 28 in Lafayette County in 1949-50 and at Brown School, District No. 4, Lafayette County, in 1948-49 before she took the position at Locust Grove.

### HAROLD A. BELUE

Harold A. Belue, social studies teacher at Sumner Highschool in St. Louis, died recently in St. Louis.

Mr. Belue was principal of Dunbar School in Kinloch before moving to Sumner Highschool in 1950. At the time of his death, he was treasurer of the Sumner Athletic Association.

A graduate himself of Sumner, Mr. Belue received an A.B. degree from Lincoln University of Jefferson City and in 1948 he received an M.A. degree from the University of Michigan.

### HOMER B. DICKEY

Homer B. Dickey, 83, nationally known educator and genealogist and first principal of the Boys' Truant School in St. Louis, died recently at his Marion, Ind., home after a long illness.

Mr. Dickey worked as an educator and supervisor of curriculum for 53 years. He was responsible for setting up courses of study for small schools throughout the middlewest. He also was one of the leaders in establishing schools similar to the Boys' Truant School in St. Louis.

A native of Grant County, Indiana, Mr. Dickey held degrees from Terre Haute Normal, Oberlin College, and Indiana and Columbia Universities. He wrote several books on early pioneer life and on the genealogy of many families in the United States.

### ARLIE LAKE

Arlie Lake, 77, former Ralls County superintendent, died Feb. 25 in New London after suffering a stroke.

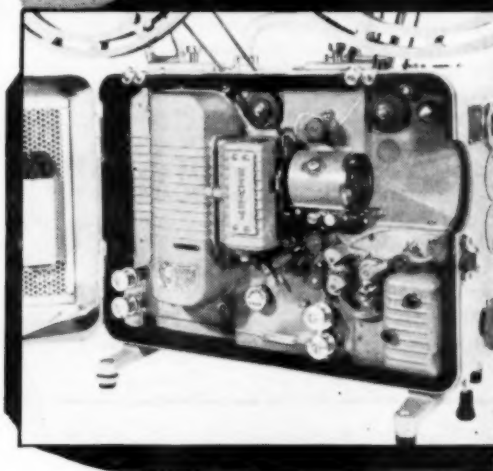
Mr. Lake taught in the rural schools of Ralls County for 20 years and was county superintendent for four years. He also was active in civic and farm activities. For 10 years he was guide and guard at the state office building in Jefferson City. He retired in 1949



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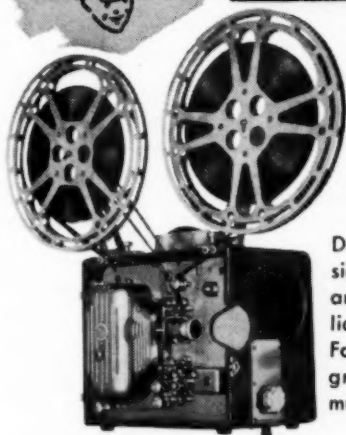


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when his eyesight failed and later he became blind.

Mr. Lake was educated in the public schools of New London and attended college at Chillicothe and LaGrange.

### ENROLLED IN NEA 100%

Missouri has now enrolled up to February 27, 12,611 of its teachers in the National Education Association. This is a gain of 267 over our enrollment for the same period last year.

We still need 2,386 more NEA members to reach our assigned goal of 14,997. Our goal has been 84 per cent achieved. Let us make it 100 per cent.

Please send your membership enrollment of \$5 to the National Education Association, 1201 16th Street N.W., Washington 6, D. C.

City school systems and county school systems that have enrolled their faculties 100 per cent in the National Education Association and have not been mentioned in previous issues of the magazine this year are:

#### City School Systems

Ava (1952).....C. W. Parker  
Buffalo (1952).....Dillard A. Mallory  
Carl Junction (1952).....H. A. Talbert  
Eldon (1948).....B. W. Robinson  
Elsberry (1952).....Herman L. Purdin  
Jennings (1947).....Otis A. See  
Lemay (1952).....Emil H. C. Bernard  
Marshfield (1952).....Lester Gillman  
Mt. Grove (1952).....N. D. Hazelbaker

Pattonville (1951).....M. A. Holman  
Perry (1952).....Lester M. Kraft  
St. Charles (1945) Stephen Blackhurst  
Sedalia (1952).....Herber U. Hunt  
Seligman (1952).....John E. Beattie  
Seymour (1952).....N. F. McKinley  
Silex (1952).....Donald R. Hevel  
Troy (1950).....Don B. Matthews  
West Plains (1948).....C. W. Farnham  
Winfield (1952).....C. V. Irvin

#### County School Systems

Adair (1952).....Mrs. Stella Hills  
Lincoln (1945).....Mrs. Cleo Scheer

### NEA SPONSORS FUND FOR KOREAN RELIEF

A relief campaign to provide new clothing to safeguard the health and boost the morale of elementary and highschool teachers in Korea has been launched by the teachers of America through the National Education Association.

Announcement of the fund drive has been made by William C. Carr, Executive Secretary of the NEA. The gift will include woolen suits for Korean male teachers and woolen fabrics and sewing accessories for the women so they can make Korean-styled dresses.

The campaign marks the reactivation of the NEA Overseas Teacher Fund as a result of the Korean emergency. Reactivation originally was authorized at the San Francisco NEA

Convention. During four years of operation up to 1951, the Teachers Fund provided 1/2 million dollars for relief and educational services.

Clothing will be purchased and delivered to Korea by CARE, Carr said. Since the gifts are to be delivered to Korean teachers at the opening of their fall semester, the campaign is being launched now to permit teachers and schools to start fund collections before summer vacations start.

Need for the special campaign, Dr. Carr pointed out, arises from the fact that Korea's teachers do not qualify for regular relief assistance because they are employed. Still their average monthly income is less than \$50—estimated as a minimum cost-of-living requirement.

### PUPIL APPRAISAL NEEDS

"Pupil Appraisal Practices in Secondary Schools," a report of the fifth national conference sponsored by the Office of Education and the Commission on Life Adjustment for Youth, is now available.

The report gives the complete convention proceedings and discussions identifying and appraising student capacities and needs.

Copies are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 26, D. C. Price, 50 cents.

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## CLASSROOM CRUISE TO COST \$304-\$365

The 10th annual Classroom Teachers National Conference, which this year will combine ideal inservice training and leadership development with a tour of the West Indies, will be held July 6-18 aboard the SS Nuevo-Dominicano, according to Miss Alice Latta, president of the NEA Department of Classroom Teachers.

The conference is sponsored by the NEA Department of Classroom Teachers in cooperation with the NEA Travel Division and Indiana University.

Cost of the 12-day cruise, which will take in the ports of Nassau, Ciudad Trujillo, Port-au-Prince and Havana, will be \$304 to \$365 depending on boat accommodations desired. This fee includes full expenses for the cruise.

Two or three hours of graduate or undergraduate credit may be earned from Indiana University by those who desire it at the rate of \$10 a credit hour.

Directors of the conference will be Miss Latta; Hilda Maehling, executive secretary of the NEA Department of Classroom Teachers; and H. B. Allman, director of the Indiana University summer session.

Classroom teachers who wish to attend the conference or local associations who plan to fully or partially finance a delegate are urged to make application immediately.

For further information and applications write the NEA Department of Classroom Teachers, 1201-16th Street N. W., Washington 6, D. C.

## A.C.E. Conference St. Louis, May 2-3

"Educating the Emotions: A Most Pressing Need in Guiding and Understanding Children in Our World Today," will be the theme of the annual conference of the Missouri Association for Childhood Education to be held May 2-3 at the Statler Hotel in St. Louis.

Members of A.C.E. branches and friends will register from 8 to 10 a.m., May 2, then hear an address, "Life in the Classroom Includes the Emotions" by Dr. Dorothy W. Baruch, consulting psychologist and writer from Beverly Hills, California.

Dr. Baruch has contributed extensively to medical and educational journals and has written books for children, parents, and teachers. One of her most recent books, "New Ways in Discipline," was published in 1949.

At the May 2 luncheon meeting, Miss Jennie Walhert, consultant in childhood education for the St. Louis Public Schools and past national president of the A.C.E., will be the guest of honor. There also will be afternoon discussion groups and a dinner meet-

ing at 7 p.m. at which Dr. Baruch will speak on "The Teacher and Emotional Education."

The last formal session will be a breakfast meeting May 3.

St. Louis A.C.E. conference chair-

men are arranging for branch exhibits, the sale of A.C.E.I. publications, and local excursions. Dorothy Zimmerman, 4922 Rosalie Ave., St. Louis 15, Mo., is acting as local chairman of the conference.

## TEACHERS COME WEST

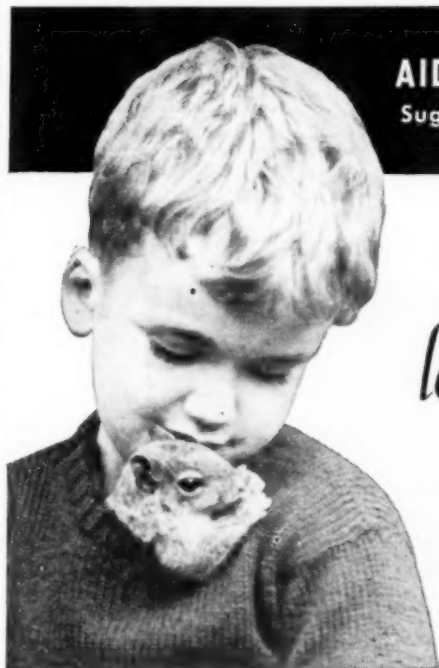
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CONSERVATION FILM LIBRARY CATALOGUE—Gives name, rental price, brief descriptions.

If further interested—For items above, write NAT'L WILDLIFE FEDERATION, 3308 Fourteenth St., N.W., Washington 10, D.C.

Especially interesting to you may be the colorful stamps, the booklets and the postcards described briefly directly below. Also the various booklets which belong to a series.

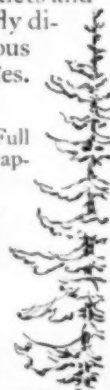
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## FARMINGTON FINDS BLOCK STUDY SUCCESS

A block program of teaching has been instituted in Farmington High-school for the first time this year.

The Farmington staff felt that superior students were being neglected and were not given the opportunity to develop leadership qualities that are desirable. Thus 26 superior students were placed in a group which devoted one-half day to block study. (The block program consists of a combination of ninth grade English and citizenship in the Farmington school. The long afternoon makes possible many projects and field trips.)

In the first semester of the block

program, the students studied their school, its facilities and the broad program it offered. Next they investigated prospective careers and the election and government unit. Other activities were: A Christmas party, attendance at a court trial, study of grammar and literature, and study on Missouri.

Teacher of the block is Miss Leilah Rickus who feels she and her pupils are better acquainted through the program. She also feels pupils accomplish more in the two double periods and that they learn more about cooperation, democratic procedures and responsibility.

A checkup shows that the block group is doing more reading than any

other group in Farmington High-school.

## English Teachers To Meet April 25

"Stimulating the Teaching of English" will be the spring conference theme for the Missouri Association of Teachers of English meeting April 25 in Columbia. The conference will be held in the Memorial Student Union.

A business meeting, panel discussion and group discussions are scheduled for the morning session and a luncheon at 12:30 will conclude the meetings.

Miss Myrtle Elliott, Benton High-school, St. Joseph; Miss Margaret Schowengerdt, Webster Groves High-school; and C. Benton Manley, director of secondary education, Springfield, will participate in a panel discussion on "What Should Go Into a Suggested State Course of Study or Curriculum?"

Dr. George B. Pace, of the University, will speak to a discussion session for college and university teachers on C. C. Fries' book, "Structure of English and the Teaching of Grammar."

Dr. Louise Dudley, of Stephens College, will speak on "The Humanities and the Teaching of English" at the luncheon meeting. Presiding at this session will be Dr. Nadine Overall, of Missouri Valley College.

## NEW BOOK DESCRIBES ATTACKS ON SCHOOLS

Thirty leaders in American education, government and community life describe the attacks on the public school and make suggestions for combatting them in the new book, "Freedom and Public Education," edited by Ernest O. Melby and Morton Puner.

William O. Douglass, John Foster Dulles, James Conant, John Hersey, and Marquis Childs are among the contributors telling of the consequences of fear, curtailment of basic freedoms and lack of faith. The book is described by its publisher Frederick A. Praeger of New York as a "combat manual" for citizens and educators in the fight against these factors.

## OHIO SCHOOL OFFERS 40 WORKSHOP GRANTS

Miami (O.) Univeristy is offering 40 scholarships to its six-week graduate workshop on Family Financial Security Education to be held June 15-24 at Oxford, O.

Applicants for the scholarships, which cover room and board costs for the six weeks, must have a bachelor's degree and hold a teaching or supervisory position in a secondary school or teacher-training institution.

Family economics, finance, insurance and financial planning will be covered during the workshop. Six hours of graduate credit is offered students completing the workshop course.

Applications for further information should be addressed to Dr. Florence

## Good Home Study Lighting Saves Students' Eyes



Have you ever tried reading for an hour at your child's study desk? Many parents who wouldn't dream of neglecting their youngster's diet or health unwittingly fail to provide adequate home study lighting.

A simple, planned study center that provides the best possible lighting for the eyes' needs will help improve grades and form good study habits.

### HOW TO BRIGHTEN STUDY HOURS

1. Use a flat-topped desk or table with a dull light-finished top. Dark woods may be covered with pastel blotters.
2. Place desk or table against a wall, away from family activity. A tackboard fastened on the wall or over the desk may provide better light reflection.
3. Study chair should be high enough to place the eye position about 14 inches above the desk top.
4. Choose the proper lamp for the seeing job. Wall pin-up lamps are popular with students of all ages, and provide even light over the entire desk. Use 100-watt bulbs and diffusing bowls. Avoid shades that are too dark or too bright. Over-all room lighting should be used to avoid bright light and shadows in the study area.

**KANSAS CITY POWER & LIGHT COMPANY**

E. Wagner, School of Education, Miami University, Oxford, O.

### RETIRED TEACHERS GROUP

An organization devoted entirely to the service and welfare of retired teachers is the National Retired Teachers Association, one of the 29 departments of NEA.

This department recognizes the retiree's need of reorganization and adjustment and promotes his personal relationships, well being and prestige.

The association challenges a continuation of educational interest by the retired teacher by affording an opportunity to work more effectively toward liberalization of retirement benefits and stabilization of retirement funds.

Membership in the association is \$1 a year and includes the organization's quarterly bulletin. Director of Region 3, which includes Missouri, is U. C. Barnett, 300 Pecan St., Dermott, Ark.

### 100 PER CENT ATTEND CLINTON ART WORKSHOP

Rural teachers of the Clinton area attended 100 per cent a demonstration art class Feb. 10, according to O. M. Kimbrough, county superintendent.

Alfred Bleckschmidt, director of Fine Arts Education, State Department of Education, conducted the workshop and told the teachers:

"Art becomes a way of living in the classroom when the child learns to express himself by interpreting what he feels and hears. Art should be made an impelling force in the realization of self confidence, resourcefulness, alertness, and it can also be a source of fun and release. Art is actually in everything about us and in all school work."

Teachers did sample work with all art media and were given short, useful lessons in paper tearing, modeling, scribble and name designing.

### OVERBURDENED SCHOOLS GET TOP FEDERAL PRIORITY

The 1954 budget, prepared by the Truman administration and now being considered by the administration of President Dwight D. Eisenhower includes the following proposals affecting schools:

1. For school construction in defense overburdened school districts: 111 million dollars.

2. For school operating costs in these same districts: 76 million dollars.

3. For vocational education: 18.6 million dollars.

4. For distributive education: \$450,000. (This despite the fact that Congress authorized 2.5 million dollars and school people have said that it will take at least \$900,000 to keep distributive education alive.)

5. For U. S. Office of Education salaries and expenses: \$3,250,000. (An increase of \$290,000 over a year ago.)

6. For school lunches: 83.3 million dollars. (Same as in 1953.)

7. For National Science Foundation: 15 million dollars.

8. For College housing loans: No specific amount, but President urged applications for loans from colleges to build faculty and student housing be approved. The Housing and Home Finance Agency has been authorized 300 million dollars for this purpose.

9. For veterans' education: 808.9 million dollars. (More than 700,000 veterans are expected to enroll in some course next year.)

No requests for money have been made this year for federal aid to education.

### SCHOOLS SHOULD TEACH WORLD GOVERNMENT

Efforts to curb or control school instruction about the United Nations and UNESCO have been made frequently in various parts of the country during the past year.

The Educational Policies Commission of the NEA has recently published a statement of policy which affirms the obligation of American schools to inform their students about world organizations.

Copies of this statement entitled "The United Nations, UNESCO, and American Schools," are available free from the NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

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## ARMY SEEKING 700 TEACHING APPLICANTS

The Department of the Army is seeking more than 700 applicants for teaching jobs in dependent schools in overseas countries at an annual salary of \$4,205 a year.

These teaching jobs are available in Germany, France, Austria, Trieste, Japan and Okinawa and transportation abroad and back to the United States plus free living quarters are provided on top of the salary paid.

Elementary teachers experienced in teaching several grades are in greatest demand and secondary teachers selected will be required to teach all courses in one or two major subject fields, according to the Army.

Minimum qualifications for these overseas assignments are a bachelor's degree, 18 semester hours credit in education courses, at least two years public school teaching in the field for which application is made and possession of a valid state teaching certificate.

The minimum age is 25 and the maximum age for women is 45 and for men, 55.

Additional information about these positions and interview appointments can be obtained from the Overseas Affairs Division, Office of Civilian Personnel, Office, Secretary of the Army, Washington 25, D. C.

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## DONIPHAN MERCHANTS AID LUNCH PROGRAM

The Doniphan board of education reports that practically all of the equipment needed for the schools lunch rooms cost much less than anticipated because of the cooperation given by the Doniphan business firms.

Almost all local dealers furnished the equipment at very little above wholesale prices and the school board received terms of  $\frac{1}{3}$  down with the balance due in January.

Supt. Claude Stone, who pointed out the saving made because of the merchants' support of the schools, said that nearly \$3,000 has been spent for equipment and labor for installation to date.

## BUILDINGS WITHSTAND A-BOMBS

Buildings can now be designed to stand up under atomic blast. The new construction enables the building to survive the blast by yielding, without coming apart. The building gives with the blow and absorbs it. Occupants and equipment are completely protected and work can continue.

Information on the economic design of buildings to withstand an atomic blast is included in a Federal Civil Defense publication entitled "Windowless Structures, A Study in Blast-Resistant Design." It can be obtained from the U. S. Government Printing Office, Washington 25, D. C., at \$1 per copy.

## JOPLIN SCHOOLS PUBLISH 7 BOOKLETS

Students, parents and teachers all receive attention from the Joplin public schools in booklets published for their use this year.

Students in the senior highschool have been provided with a handbook of information on the school, its curriculum, school activities, rules, honor awards, and other related matters. This "Handbook of Joplin Senior Highschool" was compiled by the school's Kiwanis Key Club.

A book of information for parents is "So Your Child Starts To School," which has been published by the Joplin public schools to give parents an idea of what their child and they themselves can expect from the schools.

This publication lists parent-teacher organizations, school curriculum, suggested books on schools for parents to read, school regulations, and helpful hints for parents who are introducing their children to the school situation for the first time.

Three manuals for Joplin teachers have been published which list information on school regulations, grading, teacher retirement and salary plans, textbook information, and other suggestions. The handbooks are available for teachers of grades 1 through 6, 7 through 9, and 10 through 12.

A seventh publication made available by the Joplin public schools is the Junior College Catalog of information for 1952-53.

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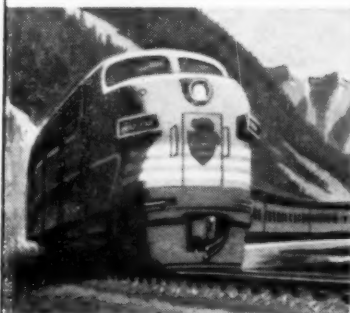
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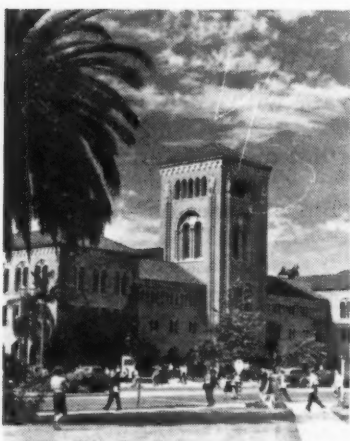
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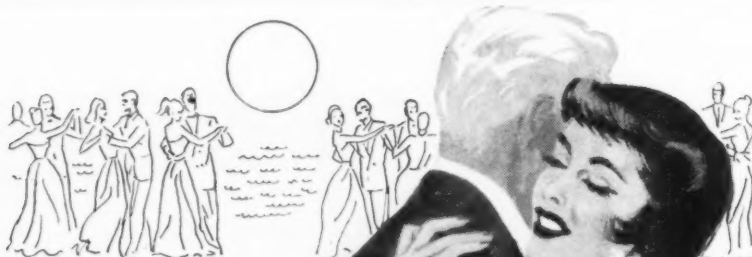
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## COMMITTEE OPPOSES LITTLE LEAGUE SPORTS

High-pressure interschool competition for youngsters in the eighth and lower grades is frowned on by the Joint Committee on Athletic Competition for Children of Elementary and Junior Highschool Age which has published its opinions in a report called "Desirable Athletic Competition for Children."

The group opposes leagues, tournaments, midget football, night-time contests and "little" bowl games for the youngsters. The committee was composed of representatives of the American Association for Health, Physical Education and Recreation; the Department of Elementary School Principals; NEA; and the National Council of the State Consultants in Elementary Education.

The report recommends intramural activities, interclass competition and sports, and play days. This type of program, the committee said, will protect boys and girls from harmful exhaustion, unsafe participation and other possible detrimental effects.

The full report and recommendations of the committee can be obtained from the American Association for Health, Physical Education and Recreation, 1201 Sixteenth St., N.W., Washington D.C. Price, 50 cents.

## INSTALL ACTIVITY FUND ACCOUNTING

A system of accounting for school activity funds was established in District R-2, Lincoln, in 1950. Each class or organization receiving or disbursing money during the school year opens an account with the School Activity Fund.

A faculty member, who acts as treasurer of this fund, gives a receipt to each organization treasurer upon receipt of money. All money received is deposited in one account in the local bank.

Checks are written on this account to make payments for the individual accounts. Checks are written only when a requisition that has been signed by the treasurer and faculty sponsor of the organization is presented to the treasurer of the activity fund.

Each class begins a new year with the balance left at the close of the year before. The total of all account balances equals the balance of the activity fund account in the bank.

This system provides each class with a record of all business transactions made, promotes good business practices, and, at the same time, students are taught the values of record keeping.

All activity funds for the twelve grades within the school system are accounted for in this manner. Existing accounts number 20.

SCHOOL AND COMMUNITY



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## EDUCATION'S RESPONSIBILITIES

The 1952 National Public Speaking Contest first place award went to Hugh Darling, a Washington boy who spoke on "Education of the Citizen in His Responsibility for Good Government."

Darling in his speech urged support of educators and educational institutions and asked for better teaching of the principles of democracy and good government.

The winning speech was reprinted in the July 1952 issue of the Bulletin of the American Institute of Banking.

## IMPACT OF SECURITY PROGRAM

A report on the impact of the national security program on schools and colleges is contained in the Educational Policies Commission (of the NEA and AASA) and the Executive Committee of the American Council of Education study, "Education and National Security."

This report describes the nature of our international obligations and suggests the contributions that education at all levels can make to the national effort. It deals with the "world we face," the "role of the schools," the "role of higher education," and the "problem of military manpower."

The 72-page pamphlet can be secured from either the American Council on Education or the NEA, 1201 16th St., N.W., Washington 6, D. C. Price, 50 cents.

## Recent Opinions by the ATTORNEY GENERAL

### LIBRARY TAX

State Tax Commission is required to apportion the property of a street railroad company to school districts levying taxes for library purposes and library districts based upon the length of line of the district as submitted by the company.

### ELECTIONS

Public meeting must be held to dissolve a consolidated school district. Proposition to form common school districts cannot be submitted at the same public meeting wherein an election is conducted to vote on the proposition of dissolving a consolidated school district.

### TAXATION

In computing the average school levy for railroads and other public utilities all districts including fractional districts partially within the county should be considered. If there has been a partial failure to levy school taxes, such may be carried in a supplemental tax book and collected as other taxes.



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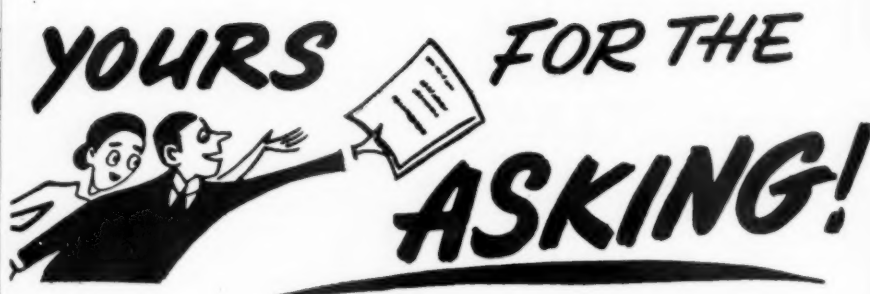
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79a **Gold Medal Products** is a 30-page catalog of the many products to be used in all art classes. Included also are special helps in (1) A suggested minimum list of art materials for the primary and intermediate grades and (2) Aids in Guiding Creative Growth. The latter is grouped into pre-school and primary grades; primary and elementary grades; and junior and senior high school. (Binney & Smith)

80a **Railroad Film Directory**—New edition of illustrated guide to slidefilms and motion pictures owned by or relating to the railroad industry. One free copy per teacher. (Association of American Railroads)

81a **Michigan-Water Wonderland** is a 16-page booklet containing full color photographs and stories of the recreation and vacation opportunities found in Michigan. Individual sections are focused on Michigan's lakes and streams, forests and reminders of its historic past and industrial present. An inquiry card inserted in the booklet provides easy request for information on vacation accommodations, highway routes, transportation facilities and other helpful data. (Michigan Tourist Council)

82a **Trailways Tour Folders** Includes two-foot pictorial map of U. S. in full color; folder of itineraries and rates for 11 different tours of U. S. and Mexico; and folder on "package" sight-seeing tours of famous localities in U. S., Havana, and Nassau. (National Trailways Bus System)

83a **Vacation tour folders** outlining itineraries on trips to Magic Yellowstone, the Historic East, Golden California, and Colorful Colorado. (American Trailways.)

55a **Utilization Listing and Where-to-Use Guide** lists more than 600 Encyclopaedia Britannica Films. Arranged to show suitability of each film according to grade levels and subject areas.

60a **New RCA Victor Educational Record Catalog** Lists and classifies records especially for the elementary school music program. Cost 10c. Cash

must accompany order for this item. (RCA Victor Division)

85a **How to Increase Reading Skill** is a new 16-page booklet offering new ideas, material and techniques for organizing a reading program. The five basic steps for improving reading are well outlined. The techniques suggested are useful only above the primary level. (Webster Publishing Company)

86a **Directory of Summer Workshops in Health and Nutrition.** An eight-page printed leaflet listing location, sponsorship, purposes, directing personnel, and participant eligibility requirements for 1953 workshops giving emphasis to nutrition and health education subject matter. Listing covers workshops reported in 48 states. (General Mills)

90a **Packet of four booklets of Province of Ontario as a vacation spot**—Ontario History, Ontario-Things to See and Do, Ontario Outdoors, and 52 Vacation Areas. (Province of Ontario)

91a **Behavior Preference Record** is a new instrument that reveals a student's cooperation, friendliness, integrity, leadership, responsibility and critical thinking ability by presenting him with everyday situations and problems and asking him: "What Would You Do?... and why?" Grades 4-6, 7-9, 9-12. Specimen Set to administrators. All requests by teachers must be signed by their administrators. College students must have written permission of their instructors. (California Test Bureau)

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Subject taught \_\_\_\_\_ Grade \_\_\_\_\_

School name \_\_\_\_\_

School address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Enrollment: Boys \_\_\_\_\_ Girls \_\_\_\_\_

SCHOOL AND COMMUNITY

## PACKET OFFERS AIDS FOR PUBLIC RELATIONS

There was a keen teacher named Smitty  
Who headed the PR committee,  
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"NSPRA's Packet on PR!" claimed Smitty.

The National School Public Relations Association has recently published a new Public Relations Packet which will be a great aid to "keen" teachers and administrators who want to improve their school public relations program.

The packet, which is designed primarily for in-service training programs, college classes and public relations committees, provides ideas for use in classrooms, with parent and community groups, and in observance of special occasions. The kit contains 20 separate items for \$2.75.

Included in the packet are NSPRA's PR handbooks, "It Starts in the Classroom" and "Teaming Up for Public Relations." Also included are selected newsletters, a PR guide, and special pamphlets on citizens advisory committees, press relations, and campaigns.

For further information write to the NSPRA, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

## A SCHOOL LIBRARIAN'S PRAYER

God grant that I will love the children, like my job and show enthusiasm in the gaining of true knowledge so that I may transmit this enthusiasm to the boys and girls who come to the library.

However, may I never be so interested in finding material that I fail to first try to look into the heart of the child. May I steer clear of a boring attitude in my avid searching for facts. First, may I try to understand the limitations of the child's experiences and so be able to interest him in the search of the answer, making him feel he is another Columbus discovering a new world.

May I be able to excite in the student a liking for research, so that he can know the fun of finding new knowledge for himself.

May kindness be my first aim, interest in people my second, wisdom third, and knowledge fourth; all these personal attributes only, because thru them I may help boys and girls to a fuller and better life. All this I ask in humility, knowing that without divine help I could do nothing.

Amen.

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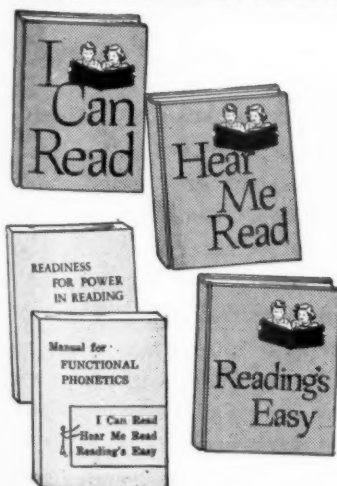
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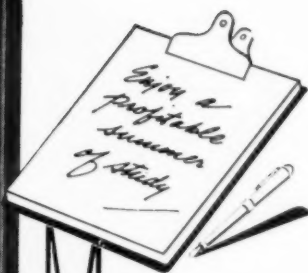
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## National Commission

(From Page 17)

tion. We actually got 32,500. We lost a lot of ground.

Yet, the trend is up. State requirements are being increased for teachers; more candidates are appearing; new school houses are being built; school districts are reorganizing; teachers are being better paid and their advice concerning school policies and plans is being sought. In some instances teachers will be required to have a bachelor's degree to join a state teachers association.

### Missouri Needs Serious

In almost every state there is a TEPS parallel Commission. In Missouri this Commission is young and lusty. Just now, discussion deals with the proposed transfer of sponsorship of the Commission from the State Department of Education to the Missouri State Teachers Association.

With the leadership of the new National Council, with the many supporting services of the National Commission and with the practical stimulation of the Missouri Commission on Teacher Education and Professional Standards, perhaps we can improve on last year's record.

The report shows that for 1951-52 Missouri needed 2,123 high-school teachers and actually prepared only 1,388. The report also shows that Missouri actually prepared only 826 elementary school teachers with four years of education while we needed 2,128.

Perhaps the average salary of less than \$3,000 for Missouri teachers had something to do with the discrepancy. The state and the national commissions are interested in that, too.

## ADVENTURE

(From Page 10)

What an experience our stay in London! We were much impressed by palaces, cathedrals, museums and theatres, but the warm smiling, friendly people are what makes us want to go back again some day. Whether we were in buses or subways, streets or stores, we found them eager to be friends and willing to help us.

A group of London secondary and elementary teachers toured the city with us and visited and ate with us. Others came to our dormitory reception which, of necessity, ended near midnight because there were no subways or buses running after midnight. As we chatted over our tea-cups we came to feel they were really "our kind of people," and agreed with Samuel Johnson who said, "He who tires of London is tired of life."

### An Exchange of Ideas

After about 36 hours of traveling by train and boat we arrived in picturesque Denmark. We spent a week in a Folke Highschool near Copenhagen. Here we met an equal number of Danish teachers with whom we studied during our stay there. We exchanged ideas about schools, customs, culture and economic problems. Out of this association grew many friendships and much mutual understanding.

The Danish Society was ever a source of information and help. It guided us in our tour of Copenhagen, "the city of beautiful towers," and arranged for our stay in private homes. Here again many friendships were formed and we came to know the full meaning of Danish hospitality. Danish teachers opened their homes and their hearts to us. It made us feel, as one hostess wrote in a letter, as if we "had taken part in an adventure instead of a real travel."

On our way to cities in Jutland we stopped at Odense to pay homage to Denmark's well-known, and

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well-loved, Hans Christian Andersen by visiting the place of his birth. Someone suggested that he had groups like ours in mind when he wrote his essay "In a Thousand Years."

## Norway Was Next

In Vejle and Aarhus we were again guests in Danish homes. We learned more of their customs, problems and pleasures. All too soon we had to travel on.

Norway and Sweden had invited us to visit their countries and we were reminded that they too had helped to build America. Oslo had many thrilling and unusual things to see.

Our visit to the state-controlled broadcasting station was one of the highlights of our stay in Oslo. Educational programs and lessons in various subjects are broadcast for school children. Here we heard stories of the brave resistance of Norwegian teachers and pupils to the Nazi philosophy.

Our experiences in the beautiful city of Stockholm were equally interesting and unusual. We stayed in a youth hostel, visited a cooperative at Gustavsberg and were guests of the cooperative for lunch.

## Learned of Improvements

The Elementary Teachers' Association held a reception and party for us at one of the city's new hotels. We learned of their schools and their efforts to improve them as well as many of their ways of living and working.

On our return to Copenhagen our hosts and hostesses really "traveled the extra mile." They met us at the station and took us to their homes. What a "talk fest" we had! The next morning they took us back to the station, bought us fruit, pinned flowers on us, sang "Auld Lang Syne" and as our train to Paris pulled out of the station we sang and waved our final farewells to Copenhagen.

So our adventure in international friendship closed until the school bells in 50 classrooms rang in September and 50 adventurers began telling and retelling this

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Mr Orien B. Hendrex,  
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## MAPS and GLOBES

(From Page 15)

areas, the equal-area type of map is preferable.

Pupils in the third or fourth grades are introduced to simple understandings: The global concepts of the world, the equator, directions, continents, oceans, mountains, rivers, etc. Maps and globes, therefore, should be simple. They need not show more than the simple symbols needed to teach the beginning concepts. Simple relief maps, together with the globe, serve this introductory purpose.

### For the Middle Grades

Simple physical-political maps meet the basic teaching requirements. They introduce pupils to the three important facts they need to know about any area: where it is, how large it is, and how high it is (elevation above sea level). Such maps, of course, should be equal-area maps so that pupils may see correctly the relative locations and sizes of places.

World and United States maps are most useful. The continent maps that are useful in the work of each grade are next in importance.

Get a 12-inch physical-political globe, simple in detail, to correspond with the maps for each grade.

### For Upper Grades

More detail is needed here. Maps are used for reference more frequently than in the lower grades. Both physical-political and political maps are useful, although the former will serve most needs.

The higher the grade, the more detail is needed and the greater the usefulness of political maps. A 16-inch physical-political globe, with detail corresponding to that in the maps for the upper grades is useful.

The school budget may impose a limit on expenditure for maps and globes. In general, it is recommended that teachers plan a com-

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The California Department of Education makes classroom instruction in driver education a requirement for highschool graduation.

While some schools offer the instruction as a separate subject, most offer it as a unit in another subject.

**STUDY HALL**

(From Page 9)

teacher may find it most proficient and practicable to devote the entire period to class discussion.

Apparently, the beginning teacher finds it easier to adjust his teaching to the new plan than the teacher who had taught for several years under the traditional plan; therefore, it is necessary to supervise the beginning classroom instructors very carefully until they understand the basic philosophy underlying the supervised study—recitation period plan, to assure that proper time is devoted to supervised study. However, we have found very little abuse of the plan after the teachers once thoroughly understand the program.

**No Longer Experimental**

The administration thinks that the new plan is no longer in the experimental stage. Students who entered as freshmen the first year we eliminated the traditional study hall graduated in May 1952. After these four years of careful observation of these students, we feel that the following advantages of the new plan now are apparent:

1. It affords an excellent in-service training program for teachers.
2. It results in improved methods of teaching.
3. Smaller classes, permitting more attention to the individualized instruction and supervision, are provided.
4. Discipline problems are practically negligible, as pupils have an

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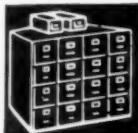
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incentive to study under the direction and supervision of the classroom teacher.

5. More attention is given students in teaching them how to study.

6. More democratic spirit prevails when there is purposeful teaching and supervision.

7. Teacher morale and prestige is improved.

8. Opportunity is provided for students to have an extra period each day in which they schedule into classes of fine arts, commerce, etc., thus increasing their general knowledge and culture.

9. A material reduction of the number of drop-outs has been accomplished.

One of the problems encountered by the administration which is a result of the use of the supervised-recitation period is that the pupils accumulate units of credit faster than they normally would. Some of the pupils have the idea that they should graduate at the end of the seventh semester. While we do not believe that there is anything sacred in the traditional requirements of 8 semesters, we do believe the extra semester may be more profitably spent in high-school; therefore, we have adopted a policy that each graduate must have 8 semesters of credit, including the state requirements as the minimum.

Even though several problems have arisen in setting up this program, we have always kept in mind the needs of the pupils. We believe we can justify our reorganization only in terms of the benefits that the pupils accrue from the change. After these four years of observation and study of these benefits, we are relatively certain that we are giving our pupils more and better opportunities for study as well as a broader experienced curriculum under the supervised recitation period plan, than we gave them under the traditional study hall plan—which has always been more or less a refined concentration camp.

## THE 1953 SUMMER SESSION

Ten Weeks

May 18-July 24

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### School Financial Outlook

THE House Appropriations Committee has approved H.B. No. 324 which would provide the public schools for the 1953-55 biennium with support estimated to equal that appropriated last biennium.

Current estimates indicate the schools will receive approximately \$94,000,000 for this biennium which ends June 30, 1953. This was made up of two amounts appropriated in two different appropriation bills during the last legislative session. About \$87,000,000 was provided by the traditional one-third allotment and \$7,000,000 more was appropriated in the Omnibus Bill. It will be recalled that the Omnibus Bill did not pass until late in the last session. In fact, more than one year of the present biennium had elapsed before the bill finally cleared both houses. Administrators and boards of education worked under extreme difficulty in trying to plan and approve budgets because of the delay.

This time the traditional one-third and the supplementary appropriation of \$7,000,000 are both in H.B. No. 324. A new precedent has been set by this action. We believe the Chairman of the Appropriations Committee and the members of the Committee are to be commended for this precedent making move.

By writing the total appropriation for public schools in a single bill it will make for more intelligent planning on the part of administrators and boards of education. They should know by June 1, 1953, what to expect in the way of state support for the 1953-54 school year. Teachers salaries may be increased to the maximum amount possible in the light of current appropriations. For once teachers should be able to get during the first year of the next biennium all the additional salary increase the Legislature makes possible.

When the House Appropriations Committee announced its agreement on the figure of \$94,000,000 in funds for the next two years, it did not say this is all schools will receive. The Chairman issued a statement that says: "Since our hearings are not yet completed we felt that we should wait until the hearings are completed and the bills drafted to allocate any sums in excess of the amount which the schools received last year.

"We will offer an amendment to this sum after our hearings are completed and the bills are drafted."

It is estimated that one-third of the general revenue during the coming biennium will raise for schools about \$87,000,000, the same as the amount anticipated this biennium. Taxes for this biennium are yet to be collected for the three months of April, May and June.

Since it is not anticipated that receipts from the one-third will be any larger than they were for the last biennium, any increase must come by increasing the figure of \$7,000,000 for the supplementary appropriation.

On February 21, Mr. Philip J. Hickey, Superintendent of Instruction, St. Louis, as chairman of the Legislative Committee of the MSTA appeared before a Sub-committee of the Appropriations Committee and presented relevant data concerning the financial needs of our public schools (see page 11).

The state has a surplus of \$35,000,000 in its treasury. Since the State Constitution makes it mandatory that the appropriation for public schools shall be made second, being only outranked by the appropriation to pay sinking and interest obligations of the state, the money is available to meet the needs of our schools.

In fixing the figure for the supplementary appropriation above the one-third, recognition must also be given to the increased enrollment of 50,000 children due during 1953-55 which will automatically call for 1,633 more teachers and \$3,910,000 more in state aid or spreading thinner the support now provided by the state.

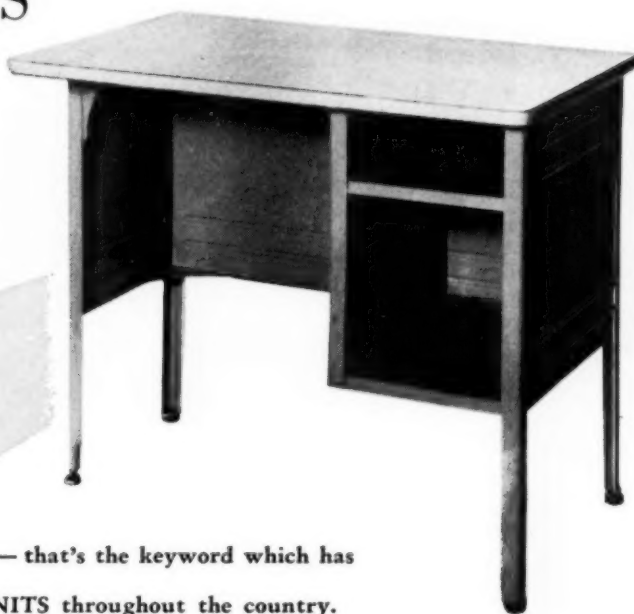
It is proposed that the Citizens Commission Foundation Program would become effective July 1, 1954. Therefore during the coming school year schools would operate under our present apportionment laws. A significant supplementary appropriation above the one-third will certainly enhance the financial transition from our present program to the proposed Foundation Program.

Each \$1,000,000 in state support means \$50 per teaching unit. Keep this in mind and it makes simple the effect of increasing or decreasing the appropriation for schools.

This session of the Legislature is due to end on May 31. Unless you see that the financial needs of School districts are interpreted now to your Representative and Senator, schools face unprecedented hardships.

# MAXIMUM EFFICIENCY WITH AMERICAN DESK'S

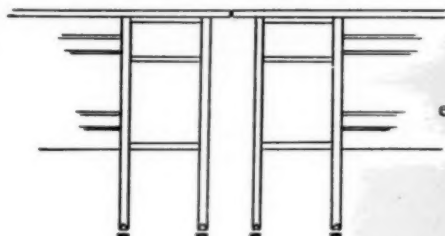
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"Here I was a young teacher with a growing family, little in the bank, and very little life insurance.

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